Australian Government

Department of Education, Employment and Workplace Relations

CHCAD504B Provide advocacy and representation services

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

CHCAD504B Provide advocacy and representation services

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAD504A Provide advocacy and representation services	CHCAD504B Provide advocacy and representation services	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Significant addition to Essential Skills. Equivalent competency outcome

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to represent the interests of service users, the community and/or the community services and health industries
	Representation will include the development of community representative and industry participative roles and positions in influencing policy processes and decision-making forums

Application of the Unit

Application	This unit may apply to work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the *representative role* and process	1.1 Identify role, processes and *conditions of representation* in consultation with individuals and key groups
	1.2 Seek the *support* of *key people*
	1.3 Determine and implement requirements for reporting and accountability
2. Participate in decision-making forums	2.1 Identify relevant interests and concerns to be pursued in accordance with organisation positions and priorities
	2.2 Undertake work to provide a framework for pursuing promotion of relevant interests
	2.3 Create and respond routinely within work role to *opportunities* to reflect, promote and represent relevant interests
	2.4 Calculate and assess the potential impact of *developments* and decisions in terms of objectives and priorities
	2.5 Provide progress and other reports and feedback to *key people* according to organisation requirements

ELEMENT	PERFORMANCE CRITERIA
3. Negotiate outcomes and liaise with *key people*	3.1 Identify and develop appropriate strategic alliances
	3.2 Promote and support collaborative planning and action
	3.3 Identify potential areas of conflict and implement strategies to address them
	3.4 Clearly determine and promote purpose and objectives
	3.5 Undertake appropriate work with organising committees and board of management to maximise effectiveness
4. Evaluate effectiveness of strategies	4.1 Analyse actual work outcomes and report against agreed objectives
	4.2 Implement adjustments to strategy according to the evaluation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

These include knowledge of:

- Community consultation and decision-making processes
- Complex cultural awareness
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Aboriginal and Torres Strait Islander people
  - ageing
  - alcohol and other drugs (AOD)
  - chronic illness
  - community education
  - cultural and linguistic diversity
  - disability
  - men
  - mental health
  - people under 18 years of age
  - risk of self-harm
  - women
- Government legislation, regulations, policies and standards
- Industry and government processes
- Industry culture
- Legal processes regarding Power of Attorney and Guardianship
- Models of management/leadership
- Models of negotiation
- Nature and structure of the community services and health industries
- Power structures and relationships in the community
- Processes and structures relevant to organisation goals and objectives or work role
- Processes and systems to support advocacy, including electronic campaigning
- Research methods
- Understanding that representation and advocacy are not decision-making on behalf of a

REQUIRED SKILLS AND KNOWLEDGE

client or on behalf of a service provider

- Understanding the legal status of parents and guardians of people under the age of 18
- Understanding the processes of both individual advocacy and group advocacy
- Working within an ethical framework

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Advocate for client-oriented solutions to identified needs at the service delivery level and at policy level
- Demonstrate effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
- Develop client decision-making abilities and independence and foster personal growth
- Educate and assist clients to access appropriate services, supports and resources
- Establish working relationship with clients, providers and funders
- Participate in a range of influencing, decision forming and/or decision-making forums, including electronic options
- Promote development/extension of services where service gaps are identified
- Support clients to be involved in advocacy and decision forming/making forums, including electronic options

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate skills in:
  - complex communication
  - consultation
  - information gathering and situation analysis
  - leadership/management
  - negotiation
  - presentation
  - strategic planning and outcomes measurement

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the workplace, in the community or in a relevant simulation • Consistency in performance should consider the range of situations under which workers will provide advocacy and representation
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	  • an appropriate workplace or community where assessment can take place
	  • an environment where an accurate simulation can be undertaken for assessment purposes (e.g. case studies and role plays)

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Representative role may include:	• Action taken to influence decision-making processes
	• Advancing the interests of the community through decision forming/making forums
	• Developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:
	   • consumers
	   • industrial representatives
	   • organisations
	   • programs
	   • researchers
	   • services
	   • training/education

Conditions of representation may include:	• Authorisation, accountability and protocol
	• Consultation and delegations
	• Development of an industry position
	• Existing community structures, systems, networks and processes
	• Requirements of industry mechanisms, including:
	   • advisory/steering/reference committees
	   • conferences/seminars
	   • electronic advocacy
	   • electronic campaigning
	   • education
	   • formal and informal networks
	   • formal representative positions
	   • peak industry and professional organisations
	   • publications
	   • submissions
	   • training
	• Resources
	• Role of key people
	• Scope, scale and parameters
	• Terms of reference

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RANGE STATEMENT

Support may be sought for:	• Development of consultation and accountability structures • Development of industry positions
Key people may include:	• Community leaders • Experts • Media • Policy/decision-makers • Resource managers • Researchers • Service user peak bodies/ groups • Teachers • Trainers
Developments may include:	• Social/political/economic/industrial changes • Within and outside the organisation structures • Government policy • Ideology • Education • Research findings • Community change
Opportunities may include:	• Events • Publicity • Committee membership • Public presentations • Media • Policy development • Special meetings/delegations

Unit Sector(s)

Not Applicable

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