



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCDP501B Liaise with employers to promote flexible work arrangements**

**Release: 1**

## **CHCCDP501B Liaise with employers to promote flexible work arrangements**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

This unit of competency describes the skills and knowledge required to liaise with employers to develop flexible and innovative work arrangements to address emerging needs and promote a balanced approach to managing pressures and priorities of work and life

### **Application of the Unit**

#### **Application**

This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable



**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 3. Assist employers to implement changes to work arrangements | 3.1 Provide advice to assist employers implementing flexible work arrangements  |
|   | 3.2 Assist employers to take a problem solving approach when addressing issues arising in implementing changes to work arrangements |
|   | 3.3 Assist employer to monitor effectiveness of change  |
| 4. Evaluate effectiveness of workforce change                 | 4.1 Follow up employer/client organisation in line with organisation policies and procedures  |
|   | 4.2 Evaluate effectiveness of changes to work arrangements  |
|   | 4.3 Identify issues, challenges and obstacles to implementation of workforce planning and development                               |
|   | 4.4 Assist employer to improve work arrangements where appropriate to enhance outcomes for key stakeholders                         |

## 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:

- Working knowledge of workforce planning, including:
  - the purpose and potential benefits of effective workforce planning
  - links between workforce planning, development and education
  - available tools and models available to assist workforce planning
  - an understanding of how workforce planning integrates with service, financial and business planning
  - a broad knowledge of current and projected impact on workforce planning of a range of social, educational, industrial, environmental and related factors
  - working knowledge of the options and constraints that exist in relation to workforce development and their potential impacts
  - working knowledge of the resource requirements to implement workforce changes
  - working knowledge of how to measure, evaluate and revise implementation of a workforce plan
  - how to access reliable information to guide and support workforce planning
- Relevant legislative and regulatory requirements related to workforce planning and employment
- Understanding of local, regional and national requirements, drivers and policy implications that may impact workforce planning
- Culturally appropriate communication techniques
- A range of flexible and innovative approaches to workforce planning

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Access information on the demographics of the labour market relevant to specific

## REQUIRED SKILLS AND KNOWLEDGE

employers/organisations

- Apply appropriate tools and models to assist workforce planning
- Work with employers to clarify:
  - existing and emerging new roles and ways of working in their industry
  - internal and external forces for change that may affect work in their industry/sector
  - potential for changing the skills mix within an organisation to achieve identified outcomes
  - potential impacts of workforce development on services, staff, clients and related business outcomes
  - key stakeholders likely to be affected by workforce changes and appropriate strategies to communicate with them and promote planned changes
  - skills/knowledge requirements, including employability skills
- Access relevant information to guide and support workforce planning

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

These include the ability to:

- Apply communication skills that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills

## Evidence Guide

### EVIDENCE GUIDE

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

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit
- This unit is most appropriately assessed in the workplace or a simulated workplace environment

## EVIDENCE GUIDE

under the normal range of work conditions

- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this unit of competency is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

- Access and equity considerations:*
- All workers in the community services industry should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to:
    - an appropriate workplace or simulation that realistically reflects the work environment

## EVIDENCE GUIDE

### *Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

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

### *Workforce may include:*

- Full time and part time employees
- Casual workers
- Contract workers
- Trainees and apprentices
- Volunteers

### *Workforce planning aims to ensure an organisation:*

- Has the right people, in the right place, with the right capabilities at the right time



## RANGE STATEMENT

*Workforce development organisations may include:*

- Recruitment agencies
- Employment placement agencies
- Social service agencies
- Vocational rehabilitation centres
- Transition services

*Workforce development agency stakeholders may include:*

- Customers (current, past, and potential)
- Agency employees
- Community groups
- Education and training providers
- Employer, industry and professional associations
- Unions
- Government agencies

*Flexible and innovative work arrangements may include:*

- Work hours arrangements
- Payment arrangements, including superannuation
- Leave arrangements
- Rewarding and inspiring good performance
- Addressing specific workplace issues, such as:
  - working conditions and policies
  - customer service standards
  - confidentiality
  - safety
  - work from home
  - work and family initiatives
  - use of private/company vehicles

## Unit Sector(s)

Not Applicable