



**Australian Government**

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

# **CHCCS211B Prepare for work in the community sector**

**Release: 1**

## CHCCS211B Prepare for work in the community sector

### Modification History

| CHC08 Version 3                                       | CHC08 Version 4                                       | Comments   |
|---|---|--|
| CHCCS211A<br>Prepare for work in the community sector | CHCCS211B<br>Prepare for work in the community sector | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by those people who may be undertaking preliminary training to enter the community services industry

It requires the ability to access industry information and applicable legislative guidelines as well as knowledge of identifying and accessing future learning opportunities

### Application of the Unit

#### Application

These work functions would be carried out under direct supervision within organisation guidelines

### 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

1. Identify and apply industry information

### PERFORMANCE CRITERIA

- 1.1 Identify current issues that impact on the work area/organisation and *different models of work* in community services
- 1.2 Access a range of legislation and procedural requirements relevant to employment in the community services industry
- 1.3 Identify key community services industry organisations able to provide information and assist individuals and enterprise
- 1.4 Identify various roles and demonstrate an understanding of *rights and responsibilities of employee and employer*
- 1.5 Demonstrate commitment to comply with applicable *legislative and procedural requirements* through own conduct and/or ethics

**ELEMENT****PERFORMANCE CRITERIA**

2. Demonstrate commitment to *values and philosophies underpinning work in the sector*
  - 2.1 Demonstrate in work undertaken, consideration and understanding of the underpinning values and philosophy of the sector
  - 2.2 Demonstrate a *commitment to access and equity principles* in work in the sector
  - 2.3 Identify personal values and attitudes and take into account when implementing work activities
  
3. Identify future career opportunities
  - 3.1 Identify key industry sectors and occupations
  - 3.2 Identify possible career directions in the community services industry or organisation and discuss with *appropriate persons*
  - 3.3 Take into account personal values and attitudes regarding work and business when planning future work/career directions
  - 3.4 Assess current skills and knowledge against a checklist of target competencies
  - 3.5 Identify *opportunities for additional skills* in consultation with appropriate persons
  
4. Work in a team
  - 4.1 Display courteous and helpful manner at all times
  - 4.2 Complete allocated tasks as required
  - 4.3 Seek assistance when difficulties arise
  - 4.4 Use questioning to clarify instructions or responsibilities
  - 4.5 Identify and display *non-discriminatory attitudes*
  - 4.6 Identify *work and personal priorities* and demonstrate a balance achieved between competing priorities
  - 4.7 Apply time-management strategies to work duties
  - 4.8 Observe *appropriate dress and behaviour* in the workplace

## 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:

- Approaches to work in the industry and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of access and equity
- Current issues facing clients and the sector
- Basic knowledge responsibilities in relation to child protection
- Awareness of own biases and beliefs
- Basic understanding of legal and ethical framework in the community services industry
- Limitations of work role and responsibilities
- Legislation, regulations and codes or practice applicable to specific community services functions
- Types of community services organisations and functions
- Organisation structure and reporting channels
- Terms and conditions of employment
- Workplace communication channels and procedures
- Principles of effective communication
- Work health and safety (WHS) issues and requirements

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Accurately interpret organisation information to ensure an effective understanding of various roles and responsibilities and organisation processes and procedures
- Access, interpret and comply with a range of relevant legislative and procedural requirements
- Develop effective and personal relationships through the application of organisation social, ethical and operational standards and use of appropriate interpersonal styles and

## REQUIRED SKILLS AND KNOWLEDGE

techniques

- Work on an individual basis and within a team

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:

- Communicate in a clear and concise manner in both written and verbal modes
- Request advice or further information
- Seek and receive feedback
- Use information technology appropriate to specific tasks
- Source, organise and record information
- Process workplace documentation
- Estimate time to complete activities and prioritise tasks
- Relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- Apply literacy skills to identify work requirements and process basic, relevant workplace documentation
- Apply communication skills to request advice, receive feedback and work with a team
- Apply problem solving skills to solve routine problems related to the workplace under direct supervision

## 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 may be assessed on the job or through simulation

## EVIDENCE GUIDE

- 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
- 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 human resources consistent with those outlined in the Assessment Guidelines

## 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

*Different models of work in the sector may include:*

- Developmental
- Service delivery
- Client-centred
- Participatory
- Community development
- Community education
- Case management
- Working with families

*Values and philosophies underpinning work in the sector may include:*

- A holistic and client-centred approach (i.e. promotion of health and well being; early identification of problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client and ethical behaviour)

*Commitment to access and equity principles must be demonstrated by:*

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

*Applicable legislation, codes and national standards may relate to:*

- Relevant Commonwealth/state/territory legislation which affect organisation operation:
  - WHS
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards, quality assurance and certification requirements
- Relevant industry codes of practice
- Award and enterprise agreements

*Industry procedures may involve legislation relating to:*

- Duty of care
- Emergency and evacuation procedures
- Privacy
- Workplace practices
- Human and civil rights



## RANGE STATEMENT

*Rights and responsibilities of employee may relate to:*

- Obeying lawful orders
- Confidentiality and privacy rights
- Safety and care with respect to WHS requirements
- Knowing the terms and conditions of own employment
- Protection from discrimination and sexual harassment

*Rights and responsibilities of employer may relate to:*

- The right to dismiss you if you (see the *Commonwealth Workplace Relations Act 1996*):
  - commit a criminal offence
  - are negligent, careless or cause an accident
  - commit acts of disloyalty, such as revealing confidential information
- Responsibility for providing a safe environment free from discrimination and sexual harassment (see relevant state/territory and Commonwealth anti-discrimination legislation)

*Appropriate persons may include:*

- Supervisors
- Colleagues
- Trainer
- Assessor

*Opportunities for additional skills may include:*

- Coaching, mentoring and/or supervision
- Formal/informal learning programs
- Internal/external training provision
- Work experience/exchange opportunities
- Personal study
- Career planning/development
- Workplace skills assessment
- Quality assurance assessments and recommendations
- Recognition of prior learning assessment
- Recognition of current competency assessment

*Non-discriminatory attitudes may include:*

- All contacts with other staff, clients or management
- Verbal or non-verbal communication

## RANGE STATEMENT

*Work and personal priorities relate to a work/life balance and may include work and other commitments including:*

- School/homework
- Home/family/parties/friends
- Other jobs
- Culture
- Disability

*Appropriate dress and behaviour may include:*

- Personal dress, presentation and hygiene
- Demeanour in the workplace and attitude displayed to customers and other team members

And may vary according to:

- Organisation requirements
- Type of work
- Degree of client/customer contact

*Additional skills may be acquired by:*

- On-the-job coaching or mentoring
- Presentations/demonstrations
- Formal course participation
- Work experience

*The organisation goals and objectives may be:*

Stated or implied by the way the organisation conducts its business including:

- Organisation values and behaviours
- Flexibility, responsiveness and financial performance
- Work procedures and/or procedures manuals
- People management and interpersonal communication
- Business planning, marketing and customer service

*Behaviour which contributes to a safe work environment may include:*

- Discussing and negotiating problems and tasks with other team members
- Sharing knowledge and skills
- Identifying and reporting any risks or hazards
- Using business equipment according to instructions

## **Unit Sector(s)**

Not Applicable