



**Australian Government**

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

# **CHCCS411C Work effectively in the community sector**

**Release: 1**

## CHCCS411C Work effectively in the community sector

### Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS411B Work effectively in the community sector	CHCCS411C Work effectively in the community sector	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements

### Application of the Unit

#### Application

This unit applies to work in a range of community work or service delivery settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider
- non government services

Application of this unit should be contextualised within the qualification in which it is being delivered to reflect specific workplace requirements and practices

### 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. Work ethically

- 1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role
- 1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
- 1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel
- 1.4 Maintain confidentiality of any client matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
- 1.5 Show respect for rights and responsibilities of others through considered application of work practices
- 1.6 Reflect current working knowledge and understanding of *employee and employer rights and responsibilities* in all work undertaken
- 1.7 Recognise, avoid and/or address any conflict of interest

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 2. Communicate effectively in a community work or service delivery setting | <ul style="list-style-type: none"><li>2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements</li><li>2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters</li><li>2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received</li><li>2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes</li><li>2.5 Conduct interpersonal communication with <i>clients</i> and colleagues in a manner that enhances a <i>person-centred</i> or community-centred approach consistent with work role requirements</li><li>2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace</li></ul> |
| 3. Work effectively within the community services system                   | <ul style="list-style-type: none"><li>3.1 Develop knowledge of <i>different sectors</i> involving community work and/or service delivery and how inter-relationships between these sectors affect own work</li><li>3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery</li><li>3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry</li><li>3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples</li></ul>  |

**ELEMENT****PERFORMANCE CRITERIA**

4. Demonstrate commitment to relevant *values and philosophy underpinning work in the sector*

- 4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area
- 4.2 Demonstrate a commitment to *access and equity principles* in work in the sector
- 4.3 Identify personal values and attitudes and take into account when implementing work activities

5. Maintain work standards

- 5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative *requirements of own work role* and clarify any uncertainties with appropriate personnel
- 5.2 Contribute to *identifying and implementing improved work practices*
- 5.3 Comply with relevant accreditation and standards applying to work undertaken
- 5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken
- 5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements
- 5.6 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority
- 5.7 Reflect and identify own scope of practice within each work context

**ELEMENT****PERFORMANCE CRITERIA****6. Take responsibility for personal skill development**

6.1 Seek advice from appropriate persons on areas for skill and knowledge development

6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager

6.3 Undertake *designated skill and knowledge development* and maintenance activities of the organisation

6.4 Identify and prioritise personal work goals in accordance with organisation requirements

**7. Reflect on own practice**

7.1 Undertake self-evaluation in conjunction with supervisors and/or peers

7.2 Provide and receive open and evaluative feedback to and from co-workers

7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

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

## REQUIRED SKILLS AND KNOWLEDGE

### *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:

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
  - work health and safety (WHS)
  - access, equity and anti-discrimination
  - privacy
  - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
  - safety issues and prevention in community services work, including basic home fire safety
  - emergency response
  - security
- Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Values, principles and ethics underpinning work in the sector including:
  - holistic and person-centred support and services
  - community work
  - people's needs and rights including duty of care



## REQUIRED SKILLS AND KNOWLEDGE

- principles of access and equity and human rights
- principles of client safety

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Identify own responsibilities and role within the workplace

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:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
  - maintaining own skills and knowledge and ongoing development
  - being open to learning new ideas and techniques in a range of settings
  - sharing workplace information with others
- Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

## 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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*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 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

## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- Assessment should relate to an identified work role and associated workplace conditions
- Resources essential for assessment include any documents specific to the work context such as:
  - instructions for the use of equipment
  - specific instructions for staff
  - emergency response procedures
  - fire safety policies and procedures
  - security procedures
  - relevant accreditation standards
  - waste management policies and procedures

*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.

## RANGE STATEMENT

*Requirements of own work role may include:*

- Accreditation standards
- Individual awards and benchmarks
- Legislation relevant to work area
- Level of responsibility
- Organisation guidelines

*Organisation policy on confidentiality may relate to:*

- Access to records
- Destruction of records
- Release of information
- Storage of records
- Verbal and written communication

*Organisation policies, protocols and procedures refer to:*

- Guidelines and practices to be applied in the work role, such as:
  - Formal, documented guidelines of an organisation
  - Informal practices used by an organisation or individual owner/operator

*Organisation procedures, policies, awards, standards and legislation may relate to:*

- Accreditation and service provision standards of other relevant industry organisations
- Current Australian standards
- Employment and vocational training standards
- Federal and state legislation
- Quality management policy and practice
- Sector specific legislation and standards, for example:
  - home and community care standards
  - aged care accreditation standards
  - disability service standards
  - housing regulation and standards
- Service delivery standards

*Client may include*

- Communities or groups
- Family, carers, significant others, legal guardians
- Individual person

## RANGE STATEMENT

*Stakeholders and representatives may include:*

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

*Different sectors within community services may include but are not limited to:*

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Home and community care
- Housing
- Mental Health
- Youth work and juvenile justice

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

- Advocacy
- Case management
- Community development
- Community education
- Developmental
- Inter-agency approach
- Participatory
- Person-centred
- Service delivery
- Working with families

## RANGE STATEMENT

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

- A holistic and person-centred approach, embracing:
  - promotion of well being of staff, clients and communities
  - early identification of problems
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of people
  - commitment to empowering the person and/or the community
  - ethical behaviour
  - preventative strategies
  - exercise of responsibilities and accountabilities within the context of duty of care for clients

*A 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

*A person-centred approach includes:*

- Putting people and carers at the centre of service delivery
- When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment
- Including people in decision-making relating to their care
- Involving people in discussions about service delivery options and issues
- Obtaining the person's consent to examine, treat or work with them
- Effective customer service
- Listening to and addressing complaints within scope of own work role

## RANGE STATEMENT

*Employee rights and responsibilities may relate to:*

- Adherence to WHS
- Attendance requirements
- Confidentiality and privacy of organisation, client and colleague information
- Duty of care responsibilities
- Leave entitlements
- Obeying lawful orders
- Organisation policies and procedures
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

*Issues requiring mandatory notification may include:*

- Issues defined by jurisdictional legislation and/or regulatory requirements
- Issues specifically identified by under organisation policies
- Protection of children and others identified to be at risk

*Identifying and implementing improved work practices may include:*

- Application of safety practices, including for work in a range of contexts, such the person's home
- Assessing/observing/measuring environmental factors
- Checking equipment
- Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age
- Monitoring tasks
- Reporting and implementing suggested improvements
- Responding to surveys and questionnaires
- Seeking and addressing customer feedback

## RANGE STATEMENT

*Basic home fire safety includes knowledge of:*

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

*Employer rights and responsibilities may relate to:*

- Enterprise workplace agreements
- Legislative requirements for employee dismissal i.e. Workplace Relations Act
- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)
- Relevant State and Territory employment legislation i.e. wage rates, employment conditions



**RANGE STATEMENT**

*Designated skill and knowledge development may, for example, relate to:*

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Manual handling
- Quality improvement policy and practice
- Security procedures
- Waste management
- WHS

**Unit Sector(s)**

Not Applicable