Australian Government

Department of Education, Employment and Workplace Relations

CHCCS505B Provide supervision support to community sector workers

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCCS505B Provide supervision support to community sector workers

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS505A Provide supervision support to community sector workers	CHCCS505B Provide supervision support to community sector workers	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 describes the knowledge and skills required to provide supervision as a support for workers in the community services industry, including providing backup support, performing a range of administrative tasks and providing a structured debriefing process

Application of the Unit

Application   This unit of competency is to be applied in the context of providing support for community services workers

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. Provide supervision support for community service workers	1.1 Maintain regular contact with workers to demonstrate availability for back-up at all times
	1.2 Monitor workers to ensure their conduct maintains physical and psychological safety of clients, self and other workers
	1.3 Promote and maintain a high level of care consistent with work role practice and ethical guidelines
	1.4 Provide coaching as required to support work strategies in line with organisation and/or practice guidelines
	1.5 Assist worker to provide referral support for clients as required and within organisation guidelines
	1.6 Instigate interventions as required to address emergency situations
	1.7 Collaboratively establish the goals and purpose of each supervision event with the worker
	1.8 Ensure supervision is used in a way that best helps clients and fulfils duty of care obligations

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ELEMENT	PERFORMANCE CRITERIA
2. Provide administrative assistance in community service work context	2.1 Provide administrative support if required to ensure availability of services in line with organisation policy
	2.2 Monitor technical aspects in the workplace and report on related issues in line with organisation policies and procedures
	2.3 Complete supervision reports after each contact to reflect *significant interventions*
	2.4 Maintain ongoing communication with workers' line manager as required regarding supervision contacts
3. Provide *structured debriefing*	3.1 Evaluate worker's supervision needs and identify any areas for skills development
	3.2 Provide a structured debriefing process for workers requiring assistance to address needs and within organisation guidelines
	3.3 Provide constructive feedback about the worker's performance and the supervision process as appropriate within organisation guidelines
	3.4 Review the supervision process with the worker and seek feedback about effectiveness
	3.5 Provide limited and structured skills-based supervision as appropriate in line with scope of own work role and organisation guidelines
	3.6 Refer workers for further skills-based supervision where needs identified in line with organisation policies and procedures
	3.7 Report any breach of ethics or professional practice, or significant disagreement regarding supervision to manager (or equivalent) in line with organisation's dispute resolution policy

ELEMENT	PERFORMANCE CRITERIA
4. Maintain professionalism and skills development	4.1 Regularly update own knowledge and skills in supervision practice and procedures in line with organisation guidelines
	4.2 Regularly attend supervision meetings, seek additional supervision and undergo performance appraisals as required to maintain necessary skills and up-to-date knowledge of organisation policies and procedures
	4.3 Ensure own supervision practice is in keeping with and promotes the values, ethical guidelines, policies and procedures of the organisation
	4.4 Consistently set and maintain boundaries between workplace and supervision processes, so performance responsibility remains with worker
	4.5 Ensure supervision process remains confidential in relation to information pertaining to worker, client and workplace
	4.6 Take all reasonable steps to ensure that any personal or social contact with workers does not adversely affect the supervision process
	4.7 Work with respect for the value and dignity of workers and clients with due regard for policy and standards relating to discrimination of all forms, and equal rights and opportunities

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:

- Awareness of the advantages and limitations of on call duty supervision
- Regularly updated knowledge of the organisation's procedures, policies and resources
- Awareness of best practice interventions and appropriate skills suitable for work role
- Updated knowledge of referral sources and other general government and community services that may assist the worker and client
- Demonstrated knowledge of organisation's crisis procedures
- Knowledge of crisis intervention techniques and structured debriefing techniques
- Knowledge of organisation's supervision model, including:
    - model of procedures (i.e. how to go about supervising)
    - need to routinely cover these procedures during each supervision contact
- Awareness of links between work role and legal/ethical dilemmas that have implications for the organisation
- Awareness of the limitations of supervision as carried out in relation to the work environment
- Limited knowledge of the developmental models of supervision
- Knowledge of basic indicators that signify mental health concerns or potential child abuse

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide work-based and structured debriefing support to workers in the community services industry
- Guide workers through organisation policy and procedure
- Demonstrate a high level of professional ability and display a calm attitude in emergency situations
- Demonstrate competency in applying supervision models and practices, and well developed communication skills

REQUIRED SKILLS AND KNOWLEDGE

- Consistently apply relevant technical knowledge to the supervision situation, including:
  - identify core skills required for service delivery in the sector
  - model these skills for the worker
- Identify concerns related to work practice and skills that may need to be assessed by staff during follow up supervision
- Facilitate emergency interventions, including:
  - conduct risk assessments decisively
  - evaluate situations
  - minimise risk
  - act appropriately
- Identify basic indicators that signify mental health or child abuse concerns
- Identify workers' support needs on-the-job or after an incident, including assessing when a worker may require further debriefing or supervision
- Assist worker with the referral needs of clients
- Deliver constructive feedback to workers

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:

- Use relevant workplace technology safely and effectively in line with work health and safety (WHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

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
	• The candidate must provide evidence of a high level of experience in the workplace prior to undertaking assessment in this unit of competency
	• This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
	• Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered 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

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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 for training in and assessment of crisis intervention competencies needs to be available to:
  - provide initial and ongoing training
  - ensure baseline knowledge and skills following basic training
  - observe implementation of these competencies in actual work situations and simulated role plays
  - facilitate learning through reflection on practice and integration of supervisory feedback

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
  Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises
  - observation of work practice
  - response to and integration of supervisory feedback

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

Significant interventions may include:	• Crisis concerns • Emergency interventions • Debriefing
Structured debriefing may be provided, *for example*:	• After a difficult interaction with a client • At the end of a program, project or work period • During implementation of a new program or service

Unit Sector(s)

Not Applicable

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