



**Australian Government**

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

# **CHCSD512C Act as a resource to workers**

**Release: 1**

## **CHCSD512C Act as a resource to workers**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to act as a resource to workers

### **Application of the Unit**

#### **Application**

This unit may apply to community services work in a range of contexts

### **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. Communicate about the child | <p>1.1 Gather <i>information</i> appropriately about the child's needs, interests and abilities</p> <p>1.2 Limit information conveyed to what is required for the worker to provide relevant care</p> <p>1.3 Answer questions or refer to relevant person</p> <p>1.4 Discuss issues about the child's care and reach appropriate decision</p> <p>1.5 Convey information clearly</p> <p>1.6 Clearly communicate major issues/requirements related to the child's care</p> <p>1.7 Maintain confidentiality appropriately and according to procedures agreed to with parent/s</p> <p>1.8 Ensure communications occur at a time and place that the child does not overhear</p> |
|--------------------------------|--|

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Communicate about the child's family circumstances	<p>2.1 Provide relevant information about the family's circumstances to enable appropriate care to be provided</p> <p>2.2 Provide relevant information on cultural and child rearing practices to enable appropriate care to be provided</p> <p>2.3 Discuss any <i>concerns of the worker</i> with them and decide a course of action</p> <p>2.4 Discuss issues of confidentiality about family information and decide procedures</p>
3. Promote appropriate care practices	<p>3.1 Ensure suggestions provided are achievable</p> <p>3.2 <i>Provide information</i> about care practices so as to extend the worker's ideas</p> <p>3.3 Demonstrate relevant care practices</p> <p>3.4 Explain care practices and discuss with workers</p> <p>3.5 Contrast appropriate and inappropriate care practices</p> <p>3.6 Suggest relevant equipment and resources</p>
4. Promote understanding of the child and family circumstances	<p>4.1 Explain reasons for a child's behaviour</p> <p>4.2 Explain child's viewpoint in order to develop the worker's empathy</p> <p>4.3 Outline and discuss theoretical perspective's that are relevant to the situation</p>
5. Follow up <i>issues</i>	<p>5.1 Gather additional information and convey to the worker when necessary</p> <p>5.2 Convey worker's concerns, issues and viewpoints to the relevant person/body</p> <p>5.3 Communicate issues that require development of policy or training to relevant person/s</p> <p>5.4 Follow up issues that require referral to other services with all those involved</p>

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 6. Provide support to workers                                 | 6.1 Develop confidence of workers   |
|   | 6.2 Listen to workers' concerns and reactions about caring for children and working with families |
|   | 6.3 Acknowledge workers' skills when demonstrated and give positive feedback                      |
|   | 6.4 Respond to workers feelings with empathic communication                                       |
|   | 6.5 Select an appropriate time and place according to the issue                                   |
| <br>  |   |
| 7. Communicate with workers in ways that are relevant to them | 7.1 Use style of communication acceptable to the person   |
|   | 7.2 Target suggestions and information to worker's priorities and concerns                        |
|   | 7.3 Explain and interpret information received from other sources to develop understanding of it  |

## 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:

- Policies and procedures of the service
- Philosophy of the service in sufficient detail to understand and promote practices and policies of the service
- Organisation standards, policies and procedures

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Lead workers by discussing the needs of particular children, developing strategies for addressing those needs and providing support as appropriate

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 communication skills such as:
  - listening
  - conveying information clearly
  - discussing an issue from a variety of viewpoints
  - negotiating an agreement
- Demonstrate application of skills in:
  - assertiveness
  - analysing information
  - time management
  - prioritising tasks
  - cross cultural communication

## 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*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

## EVIDENCE GUIDE

*demonstrate this unit of competency:*

- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations

*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

*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 of this unit involve access to a range of opportunities defined in the Range of Variables, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local 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.

### *Information about a child may be gathered by:*

- Contacting other services
- Collating records and reports with parent's written permission
- Consulting parents



**RANGE STATEMENT**

*Concerns of the worker may include:*

- Extra time involved
- Impact on other children in the service
- Whether the worker is capable of dealing with situations that may arise

*Provide information to promote appropriate care practices may be provided by:*

- Conversation
- Newsletters
- Audiovisual e.g. Video
- Notice boards
- Books
- Resource books/folders
- Demonstration and example
- Training

*Issues that may require follow up are:*

- Bi lingual support
- Use of home language

**Unit Sector(s)**

Not Applicable