CHC02 Community Services Training Package

Volume 1 of 5

- **Introduction**
- **Assessment Guidelines**

The contents of this publication refer only to the endorsed components of CHC02 Community Services Training Package.
This volume should not be read in isolation but in the context of the Training Package as a whole.
The endorsed components of the Training Package are this —

Volume 1: Assessment Guidelines

Volume 2: Qualifications Framework

Volume 3 National Units of Competencies

Volume 4: Imported Units of Competency

Volume 5: Employability Skills

Endorsed by NTQC and agreed by Ministers in December 2002.

This Training Package is to be reviewed by 31 December 2005.

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CHC02 Community Services Taining Package
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Contents

Volume 1

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment
This Training Package is Version 3– check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Community Services and Health Industry Skills Council (www.cshisc.com.au) to confirm the latest version number.

Explanation of version number conventions
The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Version modification history
The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
3	2007	**Category 2 Change** — addition of new qualifications to the Community Services Training Package CHC42207 Certificate IV in Children's Contact Service Work CHC51807 Diploma of Children's Contact Service Work CHC42307 Certificate IV in Relationship Education CHC42407 Certificate IV in Career Development CHC51907 Diploma of Relationship Education CHC51707 Diploma of Family Intake and Support Work CHC80107 Vocational Graduate Diploma of Relationship Counselling CHC80207 Vocational Graduate Diploma of Family Dispute Resolution **Category 2 Change** — addition of new units of competency to the Community Services Training Package CHCCDP401A Apply a career development framework CHCCDP402A Assist clients to plan/access career pathways CHCCDP403A Analyse and apply education and training information CHCCDP501A Liaise with employers to promote innovative work arrangements

		CHCCONS401A	Facilitate changeover
		CHCCONS402A	Facilitate and monitor contact
		CHCCONS403A	Support families to develop relationships
		CHCCONS504A	Assist families to self manage contact
		CHCDFV811A	Respond to domestic and family violence work family work
		CHCDFV812A	Assist user of violence to accept responsibility for their family and domestic violence and abuse
		CHCDFV813A	Promote accountability of users of family and domestic violence and abuse
		CHCDFV814A	Establish and manage change promoting relationship with users of family and domestic violence
		CHCDFV815A	Establish and maintain the safety of people who have experienced family and domestic violence
		CHCDFV816A	Safety planning with people who have been subjected to family and domestic violence
		CHCDFV817A	Manage domestic and family violence and abuse screening
		CHCDFV818A	Provide programs to people who have been subjected to domestic and family violence
		CHCDISP801A	Facilitate dispute resolution in a family law context
		CHCDISP802A	Implement dispute resolution strategies
		CHCDISP803A	Facilitate family dispute resolution in an impartial manner and adhere to ethical standards
		CHCDISP804A	Create a supportive environment for safety of vulnerable parties
		CHCFAM406A	Engage and resource clients to improve their interpersonal relationships
		CHCFAM407A	Work effectively in relationship work
		CHCFAM408A	Undertake relationship and family work in the context of the agency and sector
		CHCFAM409A	Work with men
		CHCFAM411A	Engage fathers into family based programs
		CHCFAM412A	Work with women
		CHCFAM413A	Facilitate couples processes within group work
		CHCFAM414A	Use tools for exploring relationships
		CHCFAM416A	Implement harm reduction strategies
		CHCFAM417A	Identify and use strengths based practice
		CHCFAM421A	Work with parents of very young children
		CHCFAM503A	Work with a child focused approach
		CHCFAM504A	Respond to and contain critical incidents
		CHCFAM505A	Operate in a family law environment
		CHCFAM510A	Work with separated fathers
		CHCFAM515A	Work holistically with families
		CHCFAM518A	Work with involuntary and mandated clients
		CHCFAM519A	Prepare client court reports
		CHCFAM520A	Use strengths based practice in supervision
		CHCFAM522A	Assist clients to develop emotional regulation
		CHCFAM523A	Manage training and development activities for

		relationship practitioners
		CHCFAM801A Develop and understanding of child inclusive practice
		CHCFAM802A Work within a child inclusive framework
		CHCFAM806A Assist clients to develop parenting arrangements
		CHCFCS801A Apply theory and practice of counselling approaches
		CHCFCS802A Provide relationship counselling
		CHCFCS803A Provide grief and loss counselling
		CHCFCS804A Provide counselling to children and young people
		CHCFCS805A Provide group counselling
		CHCFCS806A Work within a clinical supervision framework
		CHCGROUP408A Facilitate and review a psycho educational group
		CHCGROUP410A Deliver a structured program
		CHCGROUP504A Assess group members and their social systems
		CHCGROUP509A Manage disclosures and disruptions in groups
		CHCGROUP805A Support change in social systems of the group members
		CHCGROUP806A Plan group interventions
		CHCGROUP807A Implement group interventions
		Category 1 change –units of competency imported from the HLT02 Health Training Package have been updated to the HLT07 version.

2	2005	**Category 2 change — Palliative Approach competencies added as elective competencies and packaged within qualifications at industry-advised nominal AQF Levels:**
		 1. CHCPA01A Deliver care services using a palliative approach
		    - Certificate III in Aged Care Work
		    - Certificate III in Home and Community Care
		 2. CHCPA02A Plan for and provide care services using a palliative approach
		    - Certificate IV in Aged Care Work
		
		 Category 1 changes — Standardised text for Training Packages amended in all Training Package volumes, including cover page, copyright page and document footers to reflect new national Training Package development guidelines and copyright Commonwealth of Australia 2005.
		
		 Category 1 change — National competency codes rectified (previously 'PSPETH**I**C') for:
		 1. PSPETHC301A Uphold the values and principles of public service
		 2. PSPETHC501A Promote the values and ethos of public service
		 3. PSPETHC601A Maintain and enhance confidence in public service

1	2003	1. **Category 1** changes have been made to a number of units of competency within this Training Package. These amendments do not change the outcome of the units or qualifications. **Unit CHCFC11C Stimulate Children's Development has been**

		deleted. This unit was included in error in CHC02 and was an elective unit in Certificate III at CHC30402.
1	2002	**A Units — are units that are new in CHC02 ie. were not in CHC99** **B Units — are units from CHC99 version that have not been changed** **C Units — are units from CHC99 version that have been changed**
1	2002	Primary release
1	1999	Primary release

Summary of AQF Qualifications in CHC02 Community Services Training Package

Qualification Code	Qualification Title
CHC10102	Certificate I in Work Preparation (Community Services)
CHC20202	Certificate II in Community Services Work
CHC20302	Certificate II in Community Services (First Point of Contact)
CHC30802	Certificate III in Community Services Work
CHC40902	Certificate IV in Community Services Work
CHC50702	Diploma of Community Welfare Work
CHC60302	Advanced Diploma of Community Services Work
CHC42002	Certificate IV in Community Services (Service Co-ordination)
CHC51602	Diploma of Community Services Management
CHC60402	Advanced Diploma of Community Services Management
CHC20102	Certificate II in Community Services Support Work
CHC30102	Certificate III in Aged Care Work
CHC30202	Certificate III in Home and Community Care
CHC40102	Certificate IV in Aged Care Work
CHC40202	Certificate IV in Service Co-ordination (Ageing and Disability)
CHC30302	Certificate III in Disability Work
CHC40302	Certificate IV in Disability Work
CHC50102	Diploma of Disability Work
CHC60102	Advanced Diploma of Disability Work
CHC30402	Certificate III in Children's Services
CHC40402	Certificate IV in Out of School Hours Care
CHC50202	Diploma of Out of School Hours Care
CHC50302	Diploma of Children's Services
CHC60202	Advanced Diploma of Children's Services
CHC41802	Certificate IV in Community Services (Protective Care)
CHC51202	Diploma of Community Services (Protective Intervention)
CHC51302	Diploma of Statutory Child Protection
CHC41902	Certificate IV in Community Development
CHC51402	Diploma of Community Development

Qualification Code	Qualification Title
CHC51502	Diploma of Community Education
CHC30502	Certificate III in Employment Services
CHC40502	Certificate IV in Employment Services
CHC42407	Certificate IV in Career Development
CHC50402	Diploma of Employment Services
CHC30702	Certificate III in Social Housing
CHC40802	Certificate IV in Social Housing
CHC50602	Diploma of Social Housing
CHC30602	Certificate III in Youth Work
CHC40602	Certificate IV in Youth Work
CHC40702	Certificate IV in Youth Work (Juvenile Justice)
CHC50502	Diploma of Youth Work
CHC41702	Certificate IV in Alcohol and Other Drugs Work
CHC51102	Diploma of Alcohol and other Drugs Work
CHC30902	Certificate III in Telephone Counselling Skills
CHC41002	Certificate IV in Telephone Counselling Skills
CHC41102	Certificate IV in Mental Health Work (Non-clinical)
CHC41202	Certificate IV in Community Services Advocacy
CHC41302	Certificate IV in Community Mediation
CHC41402	Certificate IV in Community Services (Information, Advice and Referral)
CHC41502	Certificate IV in Marriage Celebrancy
CHC41602	Certificate IV in Community Services (Lifestyle and Leisure)
CHC50802	Diploma of Community Services (Lifestyle and Leisure)
CHC50902	Diploma of Community Services (Case Management)
CHC51002	Diploma of Community Services (Financial Counselling)
CHC42207	Certificate IV in Children's Contact Service Work
CHC51807	Diploma of Children's Contact Service Work
CHC51707	Diploma of Family Intake and Support Work
CHC42307	Certificate IV in Relationship Education
CHC51907	Diploma of Relationship Education
CHC80107	Vocational Graduate Diploma of Relationship Counselling
CHC80207	Vocational Graduate Diploma of Family Dispute Resolution

Units of Competency in CHC02 Community Services Training Package

Please note that a mapping of units in CHC02 Community Services Training Package to units in CHC99 is provided in the *National User Guide to support implementation of the Community Services Training Package (CHC02)*.

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
3	BSBCMN206A	Process and maintain workplace information	None
4	BSBCMN406A	Maintain business technology	None
5	BSBADM502A	Manage meetings	None
4	BSBATSIC403A	Maintain and protect culture	None
5	BSBATSIC510A	Conduct a community meeting	None
4	BSBATSIL401A	Meet the roles and responsibilities of a Board member (1)	None
5	BSBATSIL501A	Meet the roles and responsibilities of a Board member (2)	None
5	BSBATSIL502A	Work with the manager	None
1	BSBCMN103A	Apply basic communication skills	None
2	BSBCMN205A	Use business technology	None
4	BSBCMN402A	Develop work priorities	None
4	BSBCMN403A	Establish business networks	None
4	BSBCMN405A	Analyse and present research information	None
4	BSBCMN408A	Report on financial activity	None
3	BSBCMN409A	Promote products and services	None
4	BSBEMS401A	Develop and implement business development strategies to expand client base	None
4	BSBEMS402A	Develop and implement strategies to source and assess candidates	None
4	BSBEMS403A	Develop and provide employment management services to candidates	None
4	BSBEMS404A	Manage the recruitment process for client organisations	None
4	BSBFLM402A	Show leadership in the workplace	None
4	BSBFLM403A	Manage effective workplace relationships	None
4	BSBFLM412A	Promote team effectiveness	None
5	BSBFLM509A	Promote continuous improvement	None
6	BSBMGT505A	Ensure a safe workplace	None
6	BSBMGT601A	Contribute to strategic direction	None
6	BSBMGT603A	Review and develop business plans	None
6	BSBMGT604A	Manage business operations	None
6	BSBMGT605A	Provide leadership across the organisation	None
6	BSBMGT606A	Manage customer focus	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
6	BSBMGT607A	Manage knowledge and information	None
6	BSBMGT608A	Manage innovation and continuous improvement	None
6	BSBMGT609A	Manage risk	None
3	BSBMKG302A	Identify marketing opportunities	None
4	BSBMKG401A	Profile the market	None
4	BSBMKG404A	Forecast market and business needs	None
4	BSBMKG405A	Implement and monitor marketing activities	None
4	BSBMKG406A	Build client relationships	None
4	BSBMKG407A	Make a presentation	None
4	BSBRKG403A	Set up a business record system for small business	None
4	BSBSBM401A	Establish business and legal requirements	None
4	BSBSBM403A	Promote the business	None
4	BSBSBM405A	Monitor and manage business operations	None
4	BSBSBM406A	Manage finances	None
3	BSBSLS301A	Develop product knowledge	None
3	BSBSLS302A	Identify sales prospects	None
3	BSBSLS303A	Present a sales solution	None
3	BSBSLS304A	Secure a prospect commitment	None
3	BSBSLS305A	Support post-sales activities	None
3	BSBSLS306A	Self manage sales performance	None
4	BSBSLS401A	Lead a sales team	None
4	BSZ401A	Plan assessment	None
4	BSZ402A	Conduct assessment	None
4	BSZ403A	Review assessment	None
4	BSZ404A	Train small groups	None
4	BSZ405A	Plan and promote a training program	None
4	BSZ406A	Plan a series of training sessions	None
4	BSZ407A	Deliver training sessions	None
4	BSZ408A	Review training	None
3	CHCAC1C	Provide support to an older person	None
3	CHCAC2C	Provide personal care	None
2/3	CHCAC3C	Orientation to aged care work	None
3	CHCAC4B	Assist in the provision of an appropriate environment	None
4	CHCAC6C	Support the older person to meet their emotional and psychosocial needs	None
4/5	CHCAC7C	Plan and monitor service delivery plans	None
4	CHCAC12C	Provide services to an older person with complex needs	None
4	CHCAC15A	Provide care support which is responsive to the specific nature of	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		dementia	
4/5	CHCAC16A	Provide food services	None
3	CHCAC17A	Support the older person to maintain their independence	None
3/4	CHCAD1C	Advocate for clients	None
4	CHCAD2C	Support for the interests, rights and needs of clients within duty of care requirements	None
6	CHCAD3A	Undertake systems advocacy	None
5	CHCAD4A	Provide advocacy and representation	None
5	CHCAD5A	Represent the client in court	None
5	CHCAD6A	Represent the organisation in court	None
2	CHCADMIN1B	Undertake basic administrative duties	None
3	CHCADMIN2B	Provide administrative support	None
4	CHCADMIN3B	Undertake administrative work	None
5/6	CHCADMIN4B	Manage the organisation's finances, accounts and resources	None
3/4	CHCADMIN5C	Work within the administration protocols of the organisation	None
3	CHCAL7B	Fulfil family day care administration requirements	None
5	CHCAL23C	Manage home based care administration requirements	None
2	CHCAOD1C	Introduction to alcohol and other drugs work	None
3/4	CHCAOD2C	Orientation to the alcohol and other drugs sector	None
2/3	CHCAOD4C	Support people with alcohol and/or other drug issues	None
4	CHCAOD6C	Work with clients who are intoxicated	None
4	CHCAOD7C	Provide needle and syringe services	None
5/6	CHCAOD8C	Assess the needs of clients who have alcohol and/or other drugs issues	None
4	CHCAOD9C	Provide alcohol and/or other drug withdrawal services	None
5	CHCAOD10A	Work with clients who have alcohol and/or other drugs issues	None
5/6	CHCAOD11A	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	None
5	CHCCAR501A	Provide careers guidance	None
4	CHCCD1C	Support community participation	None
4/5	CHCCD2B	Provide community education projects	None
4	CHCCD4C	Develop and implement community programs	None
5	CHCCD5C	Develop community resources	None
6	CHCCD6B	Establish and develop community	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		organisations	
3	CHCCD7B	Support community resources	None
5	CHCCD8B	Support community action	None
5	CHCCD9B	Support community leadership	None
3/4	CHCCD12D	Apply a community development framework	None
4	CHCCD13C	Work within specific communities	None
5	CHCCD14B	Implement a community development strategy	None
6	CHCCD15B	Develop and implement a community development strategy	None
6	CHCCD18A	Facilitate the development of community capacity to manage place	None
6	CHCCD19A	Establish and maintain community, government and business partnerships	None
6	CHCCD20A	Develop and implement a community renewal plan	None
4	CHCCDP401A	Apply a career development framework	None
4	CHCCDP402A	Assist clients to plan/access career pathways	None
4	CHCCDP403A	Analyse and apply education and training information	None
5	CHCCDP501A	Liaise with employers to promote innovative work arrangements	None
3	CHCCED301A	Facilitate provisions of information to clients in the area of sexual and reproductive health.	None
4/5	CHCCED501A	Develop and implement education programs in the area of sexual and reproductive health	None
3	CHCCH1C	Orientation to work in social housing	None
4	CHCCH10C	Manage and maintain tenancies	None
4	CHCCH11B	Manage housing applications	None
4	CHCCH12B	Manage housing allocations	None
4	CHCCH13C	Manage tenancy rent and tenancy charges	None
4	CHCCH14B	Manage rental assistance process	None
4	CHCCH16B	Manage vacant properties	None
3/4	CHCCH17B	Respond to property maintenance or purchase enquiries	None
5	CHCCH18B	Manage property maintenance (planning)	None
4	CHCCH19B	Manage property maintenance (implementation)	None
6	CHCCH20C	Acquire properties by purchase or transfer	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
5	CHCCH21A	Develop social housing enterprise opportunities	None
4	CHCCH22A	Manage a formal service level support agreement	None
4	CHCCH23A	Provide advice to tenants and/or clients	None
4	CHCCH24A	Manage leasehold properties	None
2	CHCCH25A	Introduction to work in social housing	None
4	CHCCH26A	Support client participation in the organization	None
4	CHCCHILD1C	Identify and respond to children and young people at risk of harm	None
4	CHCCHILD2C	Support the rights and safety of children within duty of care requirements	None
4	CHCCHILD3A	Promote the safety, well-being and welfare of children, young people and their families	None
5	CHCCHILD4A	Assess risk of harm to children and young people	None
5	CHCCHILD5A	Orientation to child protection and out of home care for children and young people	None
5	CHCCHILD6A	Conduct investigation	None
4	CHCCM1C	Undertake case management	None
5	CHCCM2C	Establish and monitor a case plan	None
5	CHCCM3B	Develop, facilitate and monitor all aspects of case management	None
5	CHCCM4B	Promote high quality case management	None
6	CHCCM5B	Develop practice standards	None
5	CHCCM6A	Undertake case management in a child protection framework	None
3	CHCCN1D	Ensure children's health and safety	None
3	CHCCN2C	Care for children	None
3	CHCCN3C	Prepare nutritionally balanced food in a safe and hygienic manner	None
3	CHCCN4D	Respond to illness, accidents and emergencies	None
3	CHCCN5C	Care for babies	None
5	CHCCN8B	Plan care routines	None
5	CHCCN11C	Establish, manage and monitor the implementation of a safe and healthy environment	None
5/6	CHCCN20B	Advocate for the rights and needs of children and young people	None
2	CHCCOM1B	Communicate with people accessing	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		the services of the organisation	
3/4	CHCCOM2B	Communicate appropriately with clients and colleagues	None
4/5	CHCCOM3C	Utilise specialist communication skills to build strong relationships	None
5/6	CHCCOM4B	Develop, implement and promote effective communication techniques	None
4	CHCCONS401A	Facilitate changeover	None
4	CHCCONS402A	Facilitate and monitor contact	None
4	CHCCONS403A	Support families to develop relationships	None
5	CHCCONS504A	Assist families to self manage contact	None
2	CHCCS0C	Deliver service to clients	None
3	CHCCS1B	Deliver and monitor service to clients	None
5	CHCCS10A	Facilitate client participation in the organisation	None
1	CHCCS101A	Prepare for work	None
5	CHCCS12A	Develop a service delivery strategy	None
3	CHCCS14A	Deliver services to meet personal needs of clients	None
3/4	CHCCS2C	Deliver and develop client services	None
2	CHCCS201A	Prepare for work in the community services industry	None
5	CHCCS3C	Coordinate the provision of services and programs	None
3/4	CHCCS301A	Work within a legal and ethical framework.	None
3/4	CHCCS303A	Provide physical assistance with medication	None
3/4	CHCCS304A	Assist with self medication	None
2/3/4	CHCCS401A	Facilitate cooperative behaviour	None
3/4/5	CHCCS402A	Respond holistically to client issues	None
3/4	CHCCS403A	Provide brief intervention	None
4/5	CHCCS404A	Facilitate family intervention strategies	None
3/4/5	CHCCS405A	Work effectively with culturally diverse clients and co-workers	None
4/5	CHCCS406A	Provide education and support on health, wellbeing and parenting	None
4	CHCCS407A	Operate referral procedures	None
4	CHCCS408A	Establish and monitor participation plans	None
3/4	CHCCS409A	Meet the dietary and nutritional needs of clients in a culturally appropriate manner	None
6	CHCCS4C	Manage the delivery of quality client service	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
2	CHCCS5B	Identify and address specific client needs	None
4/5	CHCCS501A	Assess and respond to individuals at risk of self-harm or suicide	None
4	CHCCS6B	Assess and deliver services to clients with complex needs	None
6	CHCCS7C	Co-ordinate the assessment and delivery of services to clients with particular needs	None
3	CHCCS8A	Provide first point of contact	None
4	CHCCS9A	Provide support services to clients	None
6	CHCCS601A	Work with clients with unique needs	None
6	CHCCS602A	Work with families of clients	None
6	CHCCSL601A	Work within a structured counselling process	None
6	CHCCSL602A	Facilitate the counselling relationship	None
6	CHCCSL603A	Provide support for clients implementing a course of action	None
6	CHCCSL604A	Reflect and improve upon counselling skills	None
3/4	CHCCWI1B	Operate under a case work framework	None
4/5	CHCCWI2B	Implement a case work strategy	None
4/5/6	CHCCWI3B	Work with clients intensively	None
6	CHCCWI4A	Design and supervise family intervention strategies	None
3	CHCDFV1B	Recognise and respond to domestic and family violence	None
5	CHCDFV2B	Manage own professional development in responding to domestic and family violence	None
4	CHCDFV3B	Provide crisis intervention and support to those experiencing domestic and family violence	CHCDFV2A
4/5	CHCDFV4B	Promote community awareness of domestic and family violence	CHCDFV2A, CHCCD3A, CHCCD14A, CHCCD2A
5	CHCDFV5B	Counsel clients affected by domestic and family violence	CHCDFV2A
4	CHCDFV6B	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	CHCDFV2A
4	CHCDFV7B	Provide domestic and family violence support in non-English speaking background communities	CHCDFV2A
4	CHCDFV8B	Provide support to children affected by domestic and family violence	CHCDFV2A

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
5	CHCDFV9B	Work with uses of violence to effect change	CHCDFV2A
5	CHCDFV10B	Facilitate workplace debriefing and support processes	CHCDFV2A
8	CHCDFV811A	Respond to domestic and family violence work family work	None
8	CHCDFV812A	Assist user of violence to accept responsibility for their family and domestic violence and abuse	None
8	CHCDFV813A	Promote accountability of users of family and domestic violence and abuse	None
8	CHCDFV814A	Establish and manage change promoting relationship with users of family and domestic violence	None
8	CHCDFV815A	Establish and maintain the safety of people who have experienced family and domestic violence	None
8	CHCDFV816A	Safety planning with people who have been subjected to family and domestic violence	None
8	CHCDFV817A	Manage domestic and family violence and abuse screening	None
8	CHCDFV818A	Provide programs to people who have been subjected to domestic and family violence	CHCDFV816A, CHCDFV817A
3/4	CHCDIS1C	Orientation to disability work	None
3/4	CHCDIS2C	Maintain an environment designed to empower people with disabilities	None
3/4	CHCDIS3C	Provide services to people with disabilities	None
4/5	CHCDIS4B	Design procedures for support	None
3/4	CHCDIS5C	Contribute to positive learning	None
4	CHCDIS6C	Plan and implement community integration	None
4/5	CHCDIS7B	Design and adapt surroundings to group requirements	None
4/5	CHCDIS8B	Support people with disabilities as workers	None
4/5	CHCDIS9C	Maximise participation in work by people with disabilities	None
5	CHCDIS10B	Provide care and support	None
5	CHCDIS11C	Coordinate disability work	None
3	CHCDIS12A	Provide care and support for students with severe physical disabilities	None
3/4	CHCDIS13A	Support older people with disabilities	None
3	CHCDIS14A	Support students with additional needs	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		in the classroom	
3	CHCDIS15B	Provide behaviour support	None
4/5/6	CHCDIS16B	Provide advanced behaviour support	CHCDIS15B
3	CHCDIS17A	Provide care and support for students with disabilities	None
3	CHCDIS18A	Support students with special needs	None
2	CHCDIS20A	Introduction to disability work	None
8	CHCDISP801A	Facilitate dispute resolution in a family law context	None
8	CHCDISP802A	Implement dispute resolution strategies	None
8	CHCDISP803A	Facilitate family dispute resolution in an impartial manner and adhere to ethical standards	None
8	CHCDISP804A	Create a supportive environment for safety of vulnerable parties	None
3	CHCES301A	Work in the employment services area	None
3	CHCES302A	Work with government in a purchaser/provider relationship	None
3	CHCES303A	Use labour market information	None
3	CHCES304A	Deliver recruitment services	None
3	CHCES305A	Monitor New Apprenticeships arrangements	None
4	CHCES401A	Analyse and apply labour market information	None
4	CHCES402A	Deliver New Apprenticeships services	None
4	CHCES403A	Develop and monitor employment plans	None
4	CHCES404A	Promote clients to employers	None
4	CHCES405A	Monitor service performance in a purchaser/provider relationship with government	None
4	CHCES406A	Provide job search support	None
5	CHCES501A	Manage service delivery in a purchaser/provider relationship with government	None
5	CHCES502A	Research and report on labour market information	None
4	CHCFAM406A	Engage and resource clients to improve their interpersonal relationships	None
4	CHCFAM407A	Work effectively in relationship work	None
4	CHCFAM408A	Undertake relationship and family work in the context of the agency and sector	CHCFAM406A, CHCFAM407A
4	CHCFAM409A	Work with men	CHCGROUP3C
4	CHCFAM411A	Engage fathers into family based	CHCFAM407A,

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		programs	CHCGROUP3C
4	CHCFAM412A	Work with women	CHCGROUP3C
4	CHCFAM413A	Facilitate couples processes within group work	None
4	CHCFAM414A	Use tools for exploring relationships	CHCFAM413A
4	CHCFAM416A	Implement harm reduction strategies	CHCFAM406A, CHCFAM407A, CHCGROUP3C, CHCDFV1B
4	CHCFAM417A	Identify and use strengths based practice	None
4	CHCFAM421A	Work with parents of very young children	None
5	CHCFAM503A	Work with a child focused approach	None
5	CHCFAM504A	Respond to and contain critical incidents	None
5	CHCFAM505A	Operate in a family law environment	None
5	CHCFAM510A	Work with separated fathers	CHCFAM407A, CHCGROUP3C
5	CHCFAM515A	Work holistically with families	CHCFAM406A, CHCFAM407A
5	CHCFAM518A	Work with involuntary and mandated clients	None
5	CHCFAM519A	Prepare client court reports	None
5	CHCFAM520A	Use strengths based practice in supervision	None
5	CHCFAM522A	Assist clients to develop emotional regulation	CHCFAM406A, CHCFAM407A, CHCGROUP3C, CHCDFV1B
5	CHCFAM523A	Manage Training and Development Activities for Relationship Practitioners	CHCFAM406A, CHCFAM407A, CHCFAM408A
8	CHCFAM801A	Develop and understanding of child inclusive practice	None
8	CHCFAM802A	Work within a child inclusive framework	CHCFAM801A
8	CHCFAM806A	Assist clients to develop parenting arrangements	None
3	CHCFC1C	Support the development of children in the service	None
5	CHCFC2C	Foster and enhance children's development	None
5	CHCFC3C	Foster and enhance children's social, emotional and psychological development	None
6	CHCFC5C	Foster and enhance children's	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		cognitive and language development	
5	CHCFC6C	Provide experiences which facilitate children's expressive development	None
5	CHCFC7C	Use music as a medium to enhance children's experience and development	None
5	CHCFC8A	Provide experiences which enhance children's development and learning	None
6	CHCFC10C	Enhance the emotional and psychological development of children	None
5	CHCFC20B	Promote the ethical understandings of children	None
8	CHCFCS801A	Apply theory and practice of counselling approaches	None
8	CHCFCS802A	Provide relationship counselling	None
8	CHCFCS803A	Provide grief and loss counselling	None
8	CHCFCS804A	Provide counselling to children and young people	None
8	CHCFCS805A	Provide group counselling	None
8	CHCFCS806A	Work within a clinical supervision framework	None
5	CHCFIN1A	Provide information and support to assist clients to manage personal and household finances	None
5	CHCFIN2A	Determine client needs in respect to financial issues	None
2	CHCGROUP1B	Support the activities of existing groups	None
3	CHCGROUP2C	Support group activities	None
4	CHCGROUP3C	Plan and conduct group activities	None
4	CHCGROUP408A	Facilitate and review a psycho educational group	CHCFAM406A, CHCFAM407A, CHCGROUP3C
4	CHCGROUP410A	Deliver a structured program	CHCGROUP3C
5	CHCGROUP504A	Assess group members and their social systems	CHCGROUP3C
5	CHCGROUP509A	Manage disclosures and disruptions in groups	CHCGROUP3C, CHCGROUP408A, CHCFAM407A
8	CHCGROUP805A	Support change in social systems of the group members	None
8	CHCGROUP806A	Plan group interventions	None
8	CHCGROUP807A	Implement group interventions	None
3	CHCHC301B	Work effectively in a home and community care environment	None
3	CHCHC302B	Provide personal care in a home and	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		community care environment	
4	CHCHPROM1A	Share health information	None
5	CHCHPROM2A	Implement health promotion and community intervention	None
3	CHCIC1C	Interact effectively with children	None
5	CHCIC10C	Establish and implement plans for developing responsible behaviour	None
5	CHCIC11B	Implement and promote inclusive policies and practices	None
5	CHCIC12C	Plan the inclusion of children with additional needs	None
6	CHCIC20B	Manage complex behavioural situations	None
2	CHCICAB	Communicate with children	None
2	CHCINF1B	Process and provide information	None
3	CHCINF2B	Maintain organisation's information systems	None
4	CHCINF3B	Coordinate information systems	None
6	CHCINF4B	Manage the organisation's information system	None
5	CHCINF5B	Meet statutory and organisational information requirements	None
6	CHCINF6B	Manage information strategically	None
4	CHCINF7B	Meet information needs of the community	None
4	CHCINF8B	Comply with information requirements of the aged care and community care sectors	None
4/5	CHCLEG401A	Utilise legislation	None
4	CHCMCEL401A	Plan, conduct and review a marriage ceremony	None
4	CHCMED401A	Conduct a sound assessment of a dispute for mediation	None
4	CHCMED402A	Gather and use information for the mediation process	None
4	CHCMED403A	Manage communication exchanges to define the dispute	None
4	CHCMED404A	Facilitate the mediation process	None
4	CHCMED405A	Facilitate interaction between clients	None
4	CHCMED406A	Consolidate and conclude the mediation process	None
4	CHCMED407A	Reflect and improve upon professional mediation practice	None
4	CHCMED408B	Identify the need for alternative dispute resolution	None
4	CHCMED409B	Facilitate alternative dispute resolution processes	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
3/4	CHCMH1B	Orientation to mental health work	None
5/6	CHCMH4C	Provide non-clinical services to people with mental health issues	None
6	CHCMH7A	Provide, with consumers, support and interventions to meet the needs of carers and families	None
6	CHCMH8A	Provide interventions to meet the needs of consumers with mental health and AOD issues	None
3	CHCNET1C	Participate in networks	None
4	CHCNET2B	Maintain effective networks	None
5/6	CHCNET3B	Develop new networks	None
4/5/6	CHCNET4A	Work with other services	None
2	CHCOHS201A	Follow OHS procedures	None
3	CHCOHS301A	Participate in workplace safety procedures	None
3	CHCOHS302A	Participate in safety procedures for direct care work	None
4	CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace	None
5	CHCOHS501A	Manage workplace OHS management system	None
5	CHCOHS502A	Evaluate and improve workplace OHS management system	None
6	CHCORG10B	Manage organisational change	None
6	CHCORG11B	Lead and develop others	None
6	CHCORG12B	Review organisational effectiveness	None
6	CHCORG13B	Manage organisational strategic and business planning	None
6	CHCORG14B	Manage a service organisation	None
6	CHCORG15B	Promote the organization	None
6	CHCORG16B	Manage training	None
6	CHCORG19B	Develop and maintain the quality of service outcomes	None
2	CHCORG1B	Follow the organisation's policies, procedures and programs	None
6	CHCORG20B	Promote and represent the service	None
6	CHCORG21B	Act as a resource to other services	None
3	CHCORG22A	Contribute to service delivery strategy	None
5	CHCORG23B	Coordinate work	None
6	CHCORG24B	Provide leadership in community services delivery	None
5	CHCORG25B	Recruit and coordinate volunteers	None
6	CHCORG26A	Manage a service level agreement	None
6	CHCORG27A	Provide mentoring support to colleagues	None
5/6	CHCORG28A	Reflect and improve upon professional	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		practice	
5	CHCORG29A	Provide coaching and motivation	None
2	CHCORG2B	Work with others	None
3	CHCORG3B	Participate in the work environment	None
4	CHCORG5B	Maintain an effective work environment	None
5	CHCORG6B	Coordinate the work environment	None
6	CHCORG7B	Manage workplace issues	None
6	CHCORG8C	Establish and manage new programs or services	None
6	CHCORG9B	Manage projects and strategies	None
3	CHCPA01A	Deliver care services using a palliative approach	None
4	CHCPA02A	Plan for and provide care services using a palliative approach	None
3	CHCPOL1A	Participate in policy development	None
4	CHCPOL2A	Contribute to policy development	None
4/5	CHCPOL3A	Undertake research activities	None
5	CHCPOL4A	Develop and implement policy	None
5	CHCPOL5A	Manage research activities	None
5	CHCPOL6A	Co-ordinate policy development	None
6	CHCPOL7A	Manage policy development	None
5	CHCPR10C	Design, implement and evaluate programs of the service	None
6	CHCPR13B	Facilitate the development of programs for children with additional needs	None
6	CHCPR14B	Observe children and interpret observations	None
3	CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure	None
5	CHCPR2C	Arrange/organise experiences which facilitate and enhance children's development	None
3	CHCPR3C	Develop an understanding of children's interests and developmental needs	None
5	CHCPR9C	Document, interpret and use information about children	None
4/5	CHCPROT10C	Support the progress and development of young people	None
4	CHCPROT11B	Provide for care and protection of clients in specific need.	None
4/5	CHCPROT12B	Coordinate work integrating statutory requirements and responsibilities	None
5	CHCPROT13C	Operate in a legal context	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
6	CHCPROT14B	Develop protocols for operating within a statutory environment	None
5	CHCPROT16A	Co-ordinate information and services to justice agencies	None
4	CHCPROT1B	Act as a witness	None
5	CHCPROT2C	Undertake and implement planning with at-risk children and young people and their families	None
6	CHCPROT3D	Manage provision of out of home care	None
4	CHCPROT4C	Prepare information for justice processes	None
4	CHCPROT5C	Provide supervision in the community	None
4	CHCPROT6B	Facilitate court orders	None
4	CHCPROT7C	Provide supervision in a secure system	None
4/5	CHCPROT8C	Respond to a report/notification of risk or harm made to a statutory body	None
4	CHCPROT9C	Provide primary /residential care	None
6	CHCQM601A	Manage an accreditation process	None
5	CHCRF11B	Work in partnership with families to care for the child	None
3	CHCRF1C	Work effectively with families to care for their child	None
6	CHCRF21B	Promote equity in access to the service	None
6	CHCRF22B	Plan child care provision with families	None
6	CHCRF23B	Respond to problems and complaints about the service	None
6	CHCRF24B	Support parents in their parenting role	None
4/5	CHCRF2A	Provide intervention support to children and families	None
4	CHCRH1B	Orientation to work in the leisure and health industry	None
4	CHCRH2A	Leisure and health programming	None
4	CHCRH3B	Develop leisure and recreation programs for clients with special needs	None
4	CHCRH4B	Co-ordinate, implement and monitor leisure and recreation programs	None
5	CHCRH5B	Conduct a program for children and young people with special needs	None
6	CHCSD11B	Facilitate the inclusion of children with additional needs	None
5	CHCSD12B	Act as a resource to workers	None
3	CHCT3B	Apply safe food hygiene practices	None
3	CHCTC1A	Deliver a service consistent with the organisation's mission and values	None
3	CHCTC2A	Undertake telephone counseling	None
4	CHCTC3A	Provide counselling in crisis situations	None
4	CHCTC4A	Provide competent suicide	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		intervention over the telephone	
4	CHCYTH10A	Work effectively with the families of young people	None
3/4	CHCYTH1C	Work effectively with young people	None
3/4	CHCYTH2C	Provide care and protection for young people	None
3/4	CHCYTH3C	Support young people to address their circumstances	None
4	CHCYTH4C	Support young people in crisis	CHCYTH1B
5	CHCYTH5C	Support youth programs	None
5	CHCYTH6C	Provide appropriate services for young people	None
4/5	CHCYTH7C	Respond to critical situations	None
6	CHCYTH8B	Manage service response to young people in crisis	None
6	CHCYTH9C	Develop and implement procedures to enable young people to address their needs	None
4	CSCOFM006A	Protect the safety and welfare of young offenders	None
4	CSCSAS001A	Maintain safety and security	None
4	CSCSAS006A	Contain incidents which jeopardise safety and security	None
4	CSCSAS007A	Respond to medical emergencies	None
4	CUSGEN05A	Make presentations	None
5/6	HLTAHW507A	Work effectively in social and emotional well being	None
5/6	HLTAHW508A	Develop healing framework for social and emotional well being work	None
5/6	HLTAHW509A	Respond to loss, grief and trauma	HLTAHW507A
2/3	HLTCSD203B	Prepare and maintain beds	None
3/4/5	HLTCSD306B	Respond effectively to difficult or challenging behaviour	None
3/4	HLTCSD307B	Care for home environment of clients	None
2/3	HLTCSD208A	Transport clients	None
2/3	HLTFA201A	Provide basic emergency life support	None
3/4	HLTFA301B	Apply First Aid	None
4	HLTFA402B	Apply advanced First Aid	HLTFA301B
4	HLTFA403A	Manage first aid in the workplace	HLTFA402A
2	HLTFS201B	Distribute meals and refreshment to clients	HLTFS207B
2	HLTFS204B	Provide ward or unit based food preparation and distribution services	HLTFS207B
2	HLTFS205B	Perform kitchenware washing	HLTFS207B
2	HLTFS207B	Follow basic food safety practices	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
2	HLTFS208B	Transport Food	HLTFS207B
3	HLTFS302B	Prepare foods suitable for a range of food service settings	HLTFS207B
2	HLTGM201B	Perform routine servicing of plant, equipment and machinery	None
2	HLTGM202B	Use hand and power tools	None
2	HLTGM203B	Perform minor general maintenance	None
3/4/5	HLTHIR403B	Work effectively with culturally diverse, clients, and co-workers	None
3/4/5	HLTHIR404B	Work effectively with Aboriginal and Torres Strait Islander people	None
3/4/5	HLTIN301A	Comply with infection control policies and procedures in health work	None
3/4/5	HLTIN302A	Process reusable instruments and equipment in health work	HLTIN301A
2	HLTMS201B	Collect and maintain linen stock at user-location	None
2	HLTMS206B	Perform general cleaning tasks in a clinical setting	None
2	HLTMS208B	Handle waste in a health care environment	None
3	HLTNA303B	Plan and modify meals and menus according to nutrition care plans	None
3	HLTNA304B	Plan meals and menus to meet cultural and religious needs	None
5	LGACOM501A	Develop and organise public education programs	None
5	LGACOM502A	Devise and conduct community consultations	None
6	LGACOM602A	Co-ordinate and facilitate a change process	None
5	PRXPD01A	Develop a property investment strategy	None
5	PRXPD02A	Determine opportunity and risk associated with property investment	None
5	PRXPD03A	Undertake a property investment feasibility study	None
4/5	PRXPD04A	Negotiate partnership arrangements	None
4/5	PRXPD07A	Monitor performance of property investment	None
4/5	PRXPD08A	Dispose of property	None
4/5	PRXPD14A	Prepare a project design brief and documentation	None
4/5	PRXPD15A	Appoint and manage a consultant project team	None
4/5	PRXPD16A	Appoint project construction contractors	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
5	PRXPD24A	Develop a tenancy mix strategy	None
4/	PRXPD33A	Undertake property inspection	None
4	PRXRE18A	Lease property	None
3	PSPETHC301A	Uphold the values and principles of public service	None
5	PSPETHC501A	Promote the values and ethos of public service	None
6	PSPETHC601A	Maintain and enhance confidence in the public service	None
2	PSPGOV201A	Work in a public sector environment	None
3	PSPGOV303A	Build and maintain internal networks	None
4	PSPGOV401A	Apply knowledge of government processes	None
4	PSPGOV402A	Deliver and monitor service to clients	None
4	PSPGOV406A	Gather and analyse information	None
6	PSPGOV603A	Develop tender submissions	None
3	PSPLEGN301A	Comply with legislation in the public sector	None
5	PSPLEGN501A	Promote compliance with legislation in the public sector	None
6	PSPLEGN601A	Manage compliance with legislation in the public sector	None
6	PSPMNGT605A	Manage diversity	None
6	PSPMNGT608A	Manage risk	None
4	PSPREG402A	Promote client compliance with legislation	None
4	PSPREG403A	Assess compliance with legislation	None
4	PSPREG407A	Conduct and record interviews	None
4	PSPREG409A	Prepare evidence	None
4	PSPREG410A	Give evidence	None
4	RTD4802A	Develop approaches to include cultural and human diversity	None
4	SRCCRD006A	Implement community inclusion processes for people with a disability	None
4	SRCCRD007A	Develop recreation programs	None
4	SRCCRO001A	Assist with recreation games not requiring equipment	None
3	SRCCRO008A	Interact positively with infants, toddlers and parents in a recreation environment	None
4	SRCCRO009A	Conduct a recreation program for older persons	None
4	SRCCRO010A	Conduct a recreational program for people with a disability	None
4/5	SROABL002A	Facilitate adventure-based learning activities	None
3/4	SRXCAI004A	Plan a sport and recreation session for	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		clients	
3/4	SRXCAI005A	Conduct a sport and recreation session for clients	None
4	SRXEME004A	Co-ordinate emergency response	None
4	SRXFAC004A	Plan and provide sport and recreational services	None
5	SRXGOV001A	Participate as a member of an effective Board of an organisation	None
5	SRXGOV002A	Undertake the role of an individual Director of an organisation	None
6	SRXGOV003A	Undertake the role of a Chairperson at a Board meeting	None
6	SRXGOV004A	Work effectively with the board of an organisation	None
5/6	SRXHRM001B	Manage volunteers	None
5/6	SRXRIS001A	Undertake risk analysis of activities	None
4/5	SRXTEM002A	Support the work of a team	None
4/5	SRXTEM003A	Work autonomously	SRXTEM002A
4	TAAASS402A	Assess competence	None
4	TAADEL301A	Provide training through instruction and demonstration of work skills	None
4	TAADEL401A	Plan and organise group based delivery	None
4	TAADEL402A	Facilitate group based learning	None
4	TAADES402A	Design and develop learning programs	None
4	TAADEL403A	Facilitate individual learning	None

Imported Units of Competency in the CHC02 Community Services Training Package

Unit Code	Unit Title	Origin Training Package
BSBADM502A	Manage meetings	BSB01 Business Services
BSBATSIC403A	Maintain and protect culture	BSB01 Business Services
BSBATSIC510A	Conduct a community meeting	BSB01 Business Services
BSBATSIL401A	Meet the roles and responsibilities of a Board member (1)	BSB01 Business Services
BSBATSIL501A	Meet the roles and responsibilities of a Board member (2)	BSB01 Business Services
BSBATSIL502A	Work with the Manager	BSB01 Business Services
BSBCMN103A	Apply basic communication skills	BSB01 Business Services
BSBCMN205A	Use business technology	BSB01 Business Services
BSBCMN206A	Process and maintain workplace information	BSB01 Business Services
BSBCMN402A	Develop work priorities	BSB01 Business Services
BSBCMN403A	Establish business networks	BSB01 Business Services
BSBCMN405A	Analyse and present research information	BSB01 Business Services
BSBCMN408A	Report on financial activity	BSB01 Business Services
BSBCMN409A	Promote products and services	BSB01 Business Services
BSBEMS401A	Develop and implement business development strategies to expand client base	BSB01 Business Services
BSBEMS402A	Develop and implement strategies to source and assess candidates	BSB01 Business Services
BSBEMS403A	Develop and provide employment management services to candidates	BSB01 Business Services
BSBEMS404A	Manage the recruitment process for client organisations	BSB01 Business Services
BSBFLM402A	Show Leadership in the Workplace	BSB01 Business Services
BSBFLM403A	Manage effective workplace relationships	BSB01 Business Services
BSBFLM412A	Promote team effectiveness	BSB01 Business Services
BSBFLM509A	Promote continuous improvement	BSB01 Business Services
BSBMGT505A	Ensure a safe workplace	BSB01 Business Services
BSBMGT601A	Contribute to strategic direction	BSB01 Business Services
BSBMGT603A	Review and develop business plans	BSB01 Business Services
BSBMGT604A	Manage business operations	BSB01 Business Services
BSBMGT605A	Provide leadership across the organisation	BSB01 Business Services
BSBMGT606A	Manage customer focus	BSB01 Business Services
BSBMGT607A	Manage knowledge and information	BSB01 Business Services
BSBMGT608A	Manage innovation and continuous improvement	BSB01 Business Services

Unit Code	Unit Title	Origin Training Package
BSBMGT609A	Manage risk	BSB01 Business Services
BSBMKG302A	Identify marketing opportunities	BSB01 Business Services
BSBMKG401A	Profile the market	BSB01 Business Services
BSBMKG404A	Forecast market and business needs	BSB01 Business Services
BSBMKG405A	Implement and monitor marketing activities	BSB01 Business Services
BSBMKG406A	Build client relationships	BSB01 Business Services
BSBMKG407A	Make a presentation	BSB01 Business Services
BSBRKG403A	Set up a business records system for a small business	BSB01 Business Services
BSBSBM401A	Establish business and legal requirements	BSB01 Business Services
BSBSBM403A	Promote the business	BSB01 Business Services
BSBSBM405A	Monitor and manage business operations	BSB01 Business Services
BSBSBM406A	Manage finances	BSB01 Business Services
BSBSLS301A	Develop product knowledge	BSB01 Business Services
BSBSLS302A	Identify sales prospects	BSB01 Business Services
BSBSLS303A	Present a sales solution	BSB01 Business Services
BSBSLS304A	Secure prospect commitment	BSB01 Business Services
BSBSLS305A	Support post-sale activities	BSB01 Business Services
BSBSLS306A	Self-manage sales performance	BSB01 Business Services
BSBSLS401A	Lead a sales team	BSB01 Business Services
BSZ401A	Plan Assessment	BSZ98 Training and Assessment
BSZ402A	Conduct assessment	BSZ98 Training and Assessment
BSZ403A	Review assessment	BSZ98 Training and Assessment
BSZ404A	Train Small Groups	BSZ98 Training and Assessment
BSZ405A	Plan and promote a training program	BSZ98 Training and Assessment
BSZ406A	Plan a series of training sessions	BSZ98 Training and Assessment
BSZ407A	Deliver training sessions	BSZ98 Training and Assessment
BSZ408A	Review training	BSZ98 Training and Assessment
CSCOFM006A	Protect the safety and welfare of young offenders	CSC01 Correctional Services
CSCSAS001A	Maintain safety and security	CSC01 Correctional Services
CSCSAS007A	Respond to medical emergencies	CSC01 Correctional Services
CUSGEN05A	Make presentations	CUS01 Music
HLTAHW507A	Work effectively in social and emotional well being	HLT07 Health Training Package
HLTAHW508A	Develop healing framework for social and emotional well being work	HLT07 Health Training Package
HLTAHW509A	Respond to loss, grief and trauma	HLT07 Health Training Package

Unit Code	Unit Title	Origin Training Package
HLTCSD203B	Prepare and maintain beds	HLT07 Health Training Package
HLTCSD306A	Respond effectively to difficult or challenging behaviour	HLT07 Health Training Package
HLTCSD307A	Care for home environment of clients	HLT07 Health Training Package
HLTCSD208A	Transport clients	HLT07 Health Training Package
HLTFA201A	Provide basic emergency life support	HLT07 Health Training Package
HLTFA301B	Apply First Aid	HLT07 Health Training Package
HLTFA402B	Apply advanced First Aid	HLT07 Health Training Package
HLTFA403A	Manage first aid in the workplace	HLT07 Health Training Package
HLTFS201B	Distribute meals and refreshment to clients	HLT07 Health Training Package
HLTFS204B	Provide ward or unit based food preparation and distribution services	HLT07 Health Training Package
HLTFS205B	Perform kitchenware washing	HLT07 Health Training Package
HLTFS207B	Follow basic food safety practices	HLT07 Health Training Package
HLTFS208B	Transport Food	HLT07 Health Training Package
HLTFS302B	Prepare foods suitable for a range of food service settings	HLT07 Health Training Package
HLTGM201B	Perform routine servicing of plant, equipment and machinery	HLT07 Health Training Package
HLTGM202B	Use hand and power tools	HLT07 Health Training Package
HLTGM203B	Perform minor general maintenance	HLT07 Health Training Package
HLTHIR403B	Work effectively with culturally diverse, clients, and co-workers	HLT07 Health Training Package
HLTHIR404B	Work effectively with Aboriginal and Torres Strait Islander people	HLT07 Health Training Package
HLTIN301A	Comply with infection control policies and procedures in health work	HLT07 Health Training Package
HLTIN302A	Process reusable instruments and equipment in health work	HLT07 Health Training Package
HLTMS201B	Collect and maintain linen stock at user-location	HLT07 Health Training Package
HLTMS206B	Perform general cleaning tasks in a clinical setting	HLT07 Health Training Package
HLTMS208B	Handle waste in a health care environment	HLT07 Health Training Package
HLTNA303B	Plan and modify meals and menus according to nutrition care plans	HLT07 Health Training Package
HLTNA304B	Plan meals and menus to meet cultural and religious needs	HLT07 Health Training Package
LGACOM501A	Develop and organise public education programs	Superseded — LGA04 Local Government
LGACOM502A	Devise and conduct community consultations	Superseded — LGA04 Local Government
LGACOM602A	Co-ordinate and facilitate a change process	Superseded — LGA04 Local Government
PRXPD01A	Develop a property investment	Superseded —

Unit Code	Unit Title	Origin Training Package
	strategy	www.serviceskills.com.au
PRXPD03A	Undertake a property investment feasibility study	Superseded — www.serviceskills.com.au
PRXPD04A	Negotiate partnership arrangements	Superseded — www.serviceskills.com.au
PRXPD07A	Monitor performance of property investment	Superseded — www.serviceskills.com.au
PRXPD08A	Dispose of property	Superseded — www.serviceskills.com.au
PRXPD14A	Prepare a project design brief and documentation	Superseded — www.serviceskills.com.au
PRXPD15A	Appoint and manage a consultant project team	Superseded — www.serviceskills.com.au
PRXPD16A	Appoint project construction contractors	Superseded — www.serviceskills.com.au
PRXPD24A	Develop a tenancy mix strategy	Superseded — www.serviceskills.com.au
PRXPD33A	Undertake property inspection	Superseded — www.serviceskills.com.au
PRXPDO2A	Determine opportunity and risk associated with property investment	Superseded — www.serviceskills.com.au
PRXRE18A	Lease property	Superseded — www.serviceskills.com.au
PSPETHC301A	Uphold the values and principles of public service	PSP99 National Public Services
PSPETHC501A	Promote the values and ethos of public service	PSP99 National Public Services
PSPETHC601A	Maintain and enhance confidence in public service	PSP99 National Public Services
PSPGOV201A	Work in a public sector environment	PSP99 National Public Services
PSPGOV303A	Build and maintain internal networks	PSP99 National Public Services
PSPGOV401A	Apply knowledge of government processes	PSP99 National Public Services
PSPGOV402A	Deliver and monitor service to clients	PSP99 National Public Services
PSPGOV406A	Gather and analyse information	PSP99 National Public Services
PSPGOV603A	Develop a tender submission	PSP99 National Public Services
SRCCRD006A	Implement community inclusion processes for people with a disability	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRD007A	Develop recreation programs	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRO001A	Assist with recreation games not requiring equipment	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRO008A	Interact positively with infants, toddlers and parents in a recreation	SRC00 National Community Recreation Industry (Superseded

Unit Code	Unit Title	Origin Training Package
	environment	by SRC04 Community Recreation Industry)
SRCCRO009A	Conduct a recreation program for older persons	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRO010A	Conduct a recreational program for people with a disability	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SROABL002A	Facilitate adventure-based learning activities	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXCAI004A	Plan a sport and recreation session for clients	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXCAI005A	Conduct a sport and recreation session for clients	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXEME004A	Co-ordinate emergency response	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXFAC004A	Plan and provide sport and recreational services	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV001A	Participate as a member of an effective Board of an organisation	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV002A	Undertake the role of an individual Director of an organisation	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV003A	Undertake the role of a Chairperson at a Board meeting	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV004A	Work effectively with the board of an organisation	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXHRM001B	Manage volunteers	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXRIS001A	Undertake risk analysis of activities	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation

Unit Code	Unit Title	Origin Training Package
		Industry)
SRXTEM002A	Support the work of a team	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXTEM003A	Work autonomously	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
TAAASS402A	Assess competence	TAA04 Training and Assessment
TAADEL301A	Provide training through instruction and demonstration of work skills	TAA04 Training and Assessment
TAADEL401A	Plan and organise group based delivery	TAA04 Training and Assessment
TAADEL402A	Facilitate group based learning	TAA04 Training and Assessment
TAADES402A	Design and develop learning programs	TAA04 Training and Assessment
TAADEL403A	Facilitate individual learning	TAA04 Training and Assessment

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview of Training Packages

What is a Training Package?
A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:
- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials;
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies;
- encourages the development and delivery of flexible training which suits individual and industry requirements; and
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?
The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

How are Training Packages developed?
Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?
Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

## Who can deliver and assess using Training Packages?
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations*.

Training Package Components
Training Packages are made up of mandatory components endorsed by the NTQC, and optional support materials.

Training Package Endorsed Components
The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.
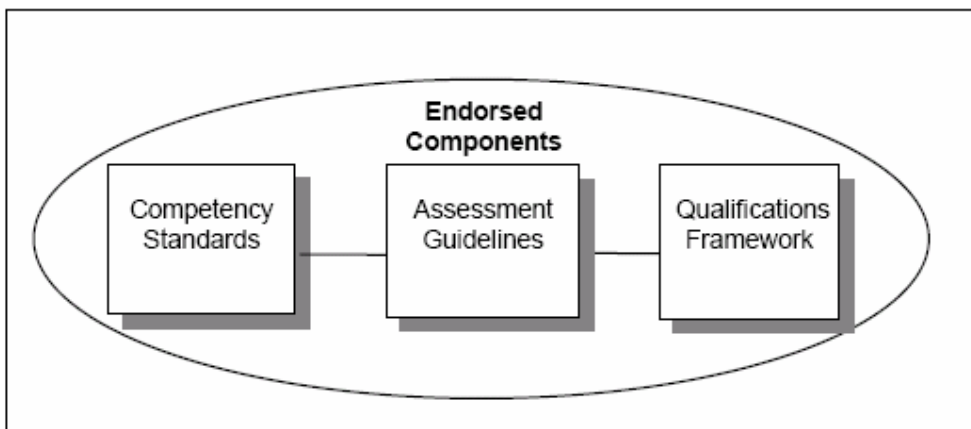
Competency Standards
Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines
The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework
Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials
The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
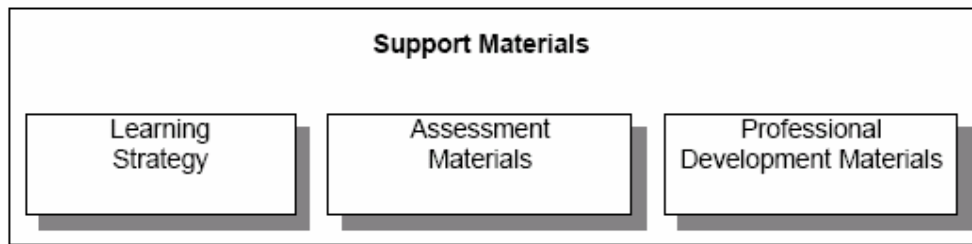
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (*www.ntis.gov.au*).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes
There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the title always following the code.**

Training Package Codes
Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example THH97. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement

Qualification Codes
Within each Training Package, each qualification has a unique eight-character code, for example ICT50302. The first three letters identify the Training Package; the first number identifies the qualification level (noting that Arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes
Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in THHBFB023A. The first three characters signify the Training Package (THH97 Hospitality Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles
There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles
The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification Titles
The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma , Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then the industry descriptor follows, for example Telecommunications; and
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:
- ICT40302 Certificate IV in Telecommunications (Computer Systems)
- FNB50802 Diploma of Financial Services (General Insurance).

Unit of Competency Titles
Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:
- ICTCC252A Resolve customer complaints
- FNBLIF29A Undertake risk assessment.

Introduction and Background to CHC02 Community Services Training Package

The Community Services industry in Australia, like most others, is in the midst of significant changes that are redefining the workforce and the training needs of the industry. *Community services are increasingly being delivered in an environment of dynamic social, economic, political and technological change*[1]. The Community Services Training Package must continue to meet these changing needs.

Development of some components of the Training Package commenced in the early 1990, and culminated in its endorsement in February 1999. During and since that time there have been policy, administrative, economic, consumer and community changes that have affected both work roles and the skill profiles of workers. More detailed information on changes in the industry is provided in the following pages.

Providing services within this changing environment calls for a fluid, multi-skilled workforce with:

- flexible, broadly applicable skills

- skills for working effectively in multi-disciplinary and/or multi-cultural teams

- training that can be customised and that supports new technologies and work practices.

Community Services Delivery Profile

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Children's Services

- Residential Support Services

- Non-residential Services.

The reviewed Community Services Training Package has been developed to meet the changing needs of the industry. Changes since 1998 include:

Emphasis on Enhancing Community Capacity

Policies like the Commonwealth Government's *Strong Families, Strong Communities* and the Prime Minister's *Community Business Partnership* aim to promote and support business, family and community involvement in social partnerships.[2] Indigenous health and wellbeing is a major focus of community capacity building initiatives.

The focus on communities has directly affected the competency profile required to effectively work in the industry and placed an increased emphasis on early intervention and prevention strategies and skills.

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[1] Communique` from the Community Services Ministers Advisory Council (CSMAC) Dec 2000
[2] All States and Territories have similar policy frameworks

Contracting Out of Services

The public sector is declining as an employer of certain workforce classifications resulting from the trend to contract out services that were formerly provided internally[3] and in many community service organisations ancillary functions such as cleaning, food preparation, laundry and stores and other functions may be outsourced.

The skills set required of workers is therefore likely to encompass skills that traditionally may have rested in other industry areas, and result is that units of competency are imported from other Training Packages into Community Services qualifications.

Focus on Prevention/Early Intervention

Prevention and early intervention strategies are perceived as the most efficient and effective means of contributing to enhanced social outcomes. They focus on:

- the importance of early childhood development; the needs of families with young children; improving marriage and family relationships; balancing work and family responsibilities and helping young people in positive ways

- enhancing the long-term prospects of children from 'at risk' families through improving their health, social, educational and labour market prospects

- key transition points and pathways

- helping communities develop their own solutions to problems[4]

- healthy living, autonomy, and participation and social cohesion influenced by personal and environmental factors.[5]

In addition to early intervention and prevention skills, workers must have crisis intervention and casework skills.

Trend Towards Performance Measurement

The trend towards performance measurement and factors such as population growth, advances in knowledge and technology, and changing expectations concerning appropriate service levels have placed pressure on governments to find more effective and efficient ways to provide services. In response, governments have adopted a range of management practices, including the use of strategic plans that identify goals and objectives, the outsourcing of non-core functions, increased focus on client needs, and greater accountability for outcomes.

The introduction of competition and the creation of quasi-markets in the delivery of community services have been seen as a way of increasing efficiency and improving consumer choice. Output and outcome-based funding is being introduced in many Australian jurisdictions, often within formal frameworks laid down by treasuries and co-ordinating departments. Under output-based funding, government funding of service provider agencies is linked, at least in part, to the number of units of service output purchased. Under outcome-based funding, funding is provided on the basis of outcomes achieved. Under these funding

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[3] For instance, contracting out of many of the services previously provided almost exclusively by the Commonwealth Employment Service has led to the 'creation' of a new industry sector
[4] Commonwealth Department of Family and Community Services 2001 www.facs.gov.au
[5] Australian Institute of Health and Welfare *Australia's Welfare 2001 Canberra* 2001 p. 384

models, agencies compete for funding on the basis of cost efficiency and cost-effectiveness of their service provision.[6]

Taken together these factors have significant implications for the management skills required by the industry. These changes are reflected in units of competency that are available, in particular, at Diploma and Advanced Diploma level.

Principles Guiding the Review of the CSTP

The following principles were identified during the scoping stage of the review of the CSTP and were used to guide the second stage:

- *Have an identified relationship with existing qualifications*

  As far as possible, qualifications identified in CHC99 will be able to be delivered to existing students with minimal disruptions. Wherever possible, where changes are required, they will be handled in an incremental way.

- *Remove duplication of qualifications*

  Duplication is apparent in the CHC99 qualifications primarily in the Certificate II, and management qualifications

- *Facilitate transition to new arrangements*

  Where a qualification name has changed or the packaging of units will result in substantially different outcomes, this will be identified in an attachment to this document to assist transition for RTOs.

- *Reflect the research in the Stage 1 Report*

  This Stage 1 Report identified that:

  − there had been changes to service delivery arrangements since the first Training Package was developed

  − fifty percent (50%) of the workforce was not covered in the original version and must be accommodated in the revised one

  − some areas had experienced substantial take-up whilst others had not. In areas of extensive delivery it would be assumed that there would be fewer changes. In areas of limited delivery, a decision would need to be made about future demand based on whether there are vocational outcomes that required separate qualifications.

- *Ensure increased flexibility in the revised Training Package*

  Flexibility can be achieved by:

  − increased numbers of electives that can be chosen

  − ability to choose units from a range of different areas

  − increased number of qualifications

  − development of new qualifications to cover new and specific areas

  − identification of individual units that can be delivered to accommodate specific needs of job roles

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[6] AIHW 2001 p. 376

- *Base the revised Training Package on a defined model/framework*

  The model on which it is based will enable:

  - transferability of skills between work areas

  - predictability of requirements for similar areas of delivery

  - identification of different streams of community service work. The components of that model were identified in the *CSTP Stage One Review Report* (2001)

- *Base the revised Training Package on evidence*

  Evidence will include:

  - vocational outcomes as identified in job descriptions, duty statements and awards

  - relevant legislation, accreditation, licensing and regulatory arrangements

  - requirements of funding/quality assurance bodies

  - demand for courses/training

  - a degree of demand/interest in New Apprenticeships

- *Ensure the revised Training Package reflects workplace changes and meets future workforce skill needs:*

  - workforce mobility: the need for recognised transferable skills that can be applied in new contexts or with different client groups

  - funding arrangements for services

  - contracting out of services

  - outcomes-based accountability arrangements: including requirements such as reporting against standards, accreditations processes and audit

  - changes in the client profiles: including changing and more demanding expectations of client groups, ageing demographics

  - changes in delivery methods: increasing emphasis on early intervention and prevention, capacity building and partnerships

- *Ensure the revised Training Package provides articulation between VET and Higher Education*

  There is a high percentage of employment of graduates in the Community Services industry. They may or may not have specific required vocation skills. The Training Package must enable the access to skill development for those with existing training and those without.

- *Ensure the revised Training Package provides for career pathways*

  Community Services workers often follow lateral career pathways between sectors/work areas and/or service delivery and management. The Training Package will accommodate this by identifying units that cross over work areas and will provide transferability where this is required.

- *Ensure the revised Training Package provides VET in Schools Pathways*

  Delivery of vocational education and training in schools including through Australian Apprenticeships is an important focus of the National Training Framework. It will provide access to skills development and transition into the industry for students. This

will be particularly important in remote areas, for disadvantaged groups and in areas of high demand.

- *Ensure the revised Training Package reflects a risk management approach*

  Components of the Training Package must capture what is critical for workers to do their job. This may vary between jurisdictions, work areas and enterprises. It will be incumbent on the RTOs to ensure the specific needs are addressed by selection of appropriate electives according to the packaging rules. This approach may be described as the difference between 'must-have' and 'nice-to-have'.

- *Ensure the revised Training Package reflects characteristics of work in the Community Services Industry*

  Work in the Community Services industry reflects a complex inter-relationship of duty of care, ethical behaviours, personal values, service delivery standards, and methodologies. It involves:

  - working with individuals, the family, groups and the community

  - focussing on community benefits including maximising community development

  - unpaid and paid work

  - working successfully with cultural diversity including:

    - females and males across a range of age groups

    - people from linguistically and culturally diverse backgrounds

    - Aboriginal people and Torres Strait Islander people

    - people with mental and other health issues, and those with developmental differences.

  Work in the Community Services Industry entails an understanding that successful service delivery will require the inter-relationship of individuals, groups and community organisations.

  The ethical framework for working in the industry has now largely been formally documented through agreed legislative statutes. All work undertaken in the industry reflects understanding and compliance with relevant local, state, national and international statutory and legislative requirements, including those relating to:

  - workplace practices

  - human and civil rights

  - specific client service delivery.

  All work undertaken in the industry will need to comply with accepted industry standards of ethical practice, including those related to:

  - client relationships

  - financial management

  - information collection, storage and dissemination

  - workplace behaviours

- operation of community (and other) organisations.

All work undertaken in the industry will reflect an understanding and application of:

- knowledge about the changing social, economic and political climate as it impacts on the industry
- the principles of social justice, human rights, anti-discrimination and confidentiality
- practices to address cross-cultural issues
- relevant OHS and employment equity principles and practices
- principles of a non-discriminatory service
- the impact of personal biases and experiences
- individual differences of clients and colleagues, including those relating to cultural, social, economic, physical and health
- consideration of the needs and rights of the individual, the family, the community and society
- a client-centred approach to work
- the diversity of relevant models and practices
- the holistic needs and rights of clients (as individuals and as a community)

Work practices include strategies to empower individuals and groups, promote individual independence, and to respect the rights and dignity of clients and colleagues

Skill requirements

The particular skill requirements of the industry will be reflected in compulsory and elective units of competency

Essential skills will include:

- effective, relevant communication and interpersonal skills
- appropriate use of personal authority and influence
- analysis and assessment
- relevant literacy skills to meet reporting requirements.

Essential knowledge will include:

- factors affecting work in the industry (including social, legislative, statutory, political, economic and cultural factors)
- philosophy and accepted practices of a particular work area
- strategies for addressing individual differences (including those related to cultural, physical, economic, developmental, social and health issues)
- legal and organisational requirements relating to duty of care, confidentiality and ethical practices

- principles and practices of a client-centred approach

- a range of relevant work models

- continuous improvement approaches

- community development principles and practices.

Coverage for Specific Groups in the Industry

The Qualifications Framework has been developed to ensure that there is no embedded bias or discrimination for any individuals or groups. It aims to ensure that:

- entry level qualifications reflect realistic jobs and do not present barriers to new industry entrants by defining unrealistic qualification requirements

- real career pathways and progressions through job roles are identified via the qualifications structure and the defined scope of coverage of individual units

- the structure of the Qualifications Framework does not necessarily embed pre-requisite qualifications or units that may have the effect of excluding industry entrance or progression

- the literacy and numeracy requirements that are identified match job requirements rather than training requirements. It will be the responsibility of the training provider to tailor training to meet learner needs

- qualifications and units are culturally inclusive and where necessary identify skills required to work within specific communities or with specific groups

- VETIS pathways have been identified to facilitate transition from school to work

- New Apprenticeship pathways are identified to provide for structured entry-level pathways and promote access to industry jobs

- qualifications and units address the needs of unpaid and paid workers in the industry

- qualifications and units are written in a way that will enable flexible delivery of training and assessment to ensure the needs of existing workers are addressed

- specific attention has been given to ensuring the needs of Indigenous communities will be addressed in the skills development framework.

Changes and rationale

Transition from the 'old' 1999 to the 'new' 2002 Community Services Training Package

The reviewed Community Services Training Package (CSTP) will only be regarded as successful and usable by the industry if it captures the main work outcomes required by the industry and if it matches industry needs. There are a number of dimensions of this usability.

1. Facility to make the transition from old to new

The degree to which the qualifications and their content match training delivery areas which have high acceptance credibility and demand, is a key factor in usability . The major areas of delivery of community services training by RTOs are:

- child care

- care/support work (especially aged care)

- welfare work (Certificate IV and Diploma) which also includes community development components.

NOTE 1   The latter area is primarily provided as pre-service training and is characterised by defined articulation arrangement between Certificate IV, Diploma and higher education.

NOTE 2   Certificate III in Aged Care is one of the top 15 qualifications delivered in Australia as a New Apprenticeship.

To facilitate the transition from CHC99 to the revised version, there has been extensive consultation and validation with RTOs and the national TAFE Network of Community Services program managers.

2. Facility to deliver in thin market areas

Apart from ensuring transition from the old to the new (a map is included in the User Guide to this Training Package) another key issue addressed was that of thin markets for quite specific areas. This includes areas such as AOD, Mental Health and Youth Work. To facilitate delivery of qualifications covering these discrete areas, a map matching common/core competencies across relevant qualifications will enable efficiencies in delivery to be achieved by RTOs.

3. Facility to match industry priority areas

The Stage 1 Review identified the impact of government decisions on skill requirements for the workforce. The creation or removal of program funds can redefine services and therefore skill sets. To address this, the CSTP must encompass core community services skills which have customer focus rather than a program focus. The following are the customer focussed unit groupings.

A) Customer focus

The **generic community services customer/client service skills** are represented in the following grouping of units and codes:

CS   Customer Service — new units include:

- Working holistically with client with a range of issues

- Assessing needs and matching to services

- Working within a duty of care and ethical framework

- Working with clients from a range of cultural backgrounds

- Providing Client Support Services

NET   Networking

AD   Advocacy skills

MED   Mediation skills

CSL/TC/FC   Counselling skills

COM   Communication

GROUP   Group work

Service-specific units include:

CH   Housing

CS   Personal care/support

DFV   Domestic and family violence intervention

ES   Employment services

MCEL   Marriage celebrating

RH   Leisure, recreation and health

CONS   Children's Contact Services

FAM   Family Relationships

DISP   Family Dispute Resolution

FCS   Relationship Counselling

CDP   Career Development

Units that address the needs of **defined and specific groups** are:

AC   Aged clients

AOD   Clients with alcohol and other drugs issues

CH   Clients with housing needs

CHILD, CN, RF, PR   Children

DIS   Clients with a disability

MH   Clients with mental health issues

PROT   Children in protective care

YTH   Young people

B)   The CSTP has also identified a range of **community capacity building skills** that
          comprise specific qualifications or are available for inclusion in other qualifications:

CD   Community development

CED   Community education

HPROM   Health promotion

C)   The CSTP has defined a set of skills required to operate **effectively within
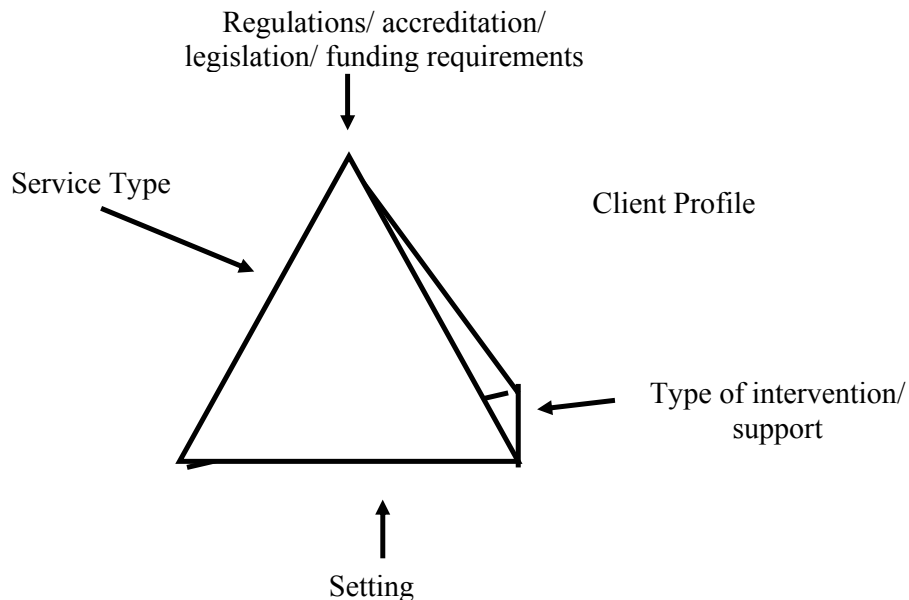   community organisations**. These include:

ORG   Planning, compliance, leadership, supervision
                          (including of volunteers)

ADMIN   Administration

INF	Information
OHS	Occupation health and safety
ORG	Personal/professional development and review
ORG	Financial management
QM	Quality management
POL	Policy development and research
SRXGOV	Governance (imported from Sport and Recreation)

Where appropriate units from other Training Packages have been included (from Business Services, Community Recreation, Arts etc.)

Diagram of the focus of competencies in the CSTP

Individual competencies and qualifications may reflect combinations of the following factors that impact on jobs and work

Regulations/ accreditation/
legislation/ funding requirements

Service Type

Client Profile

Type of intervention/
support

Setting

Ensure Qualifications Match Industry Data

ABS data[7] indicated the following breakdown of the distribution of community services organisations:[8]

Percentage breakdown of community services organisations by type

non residential 29%

child care 43%
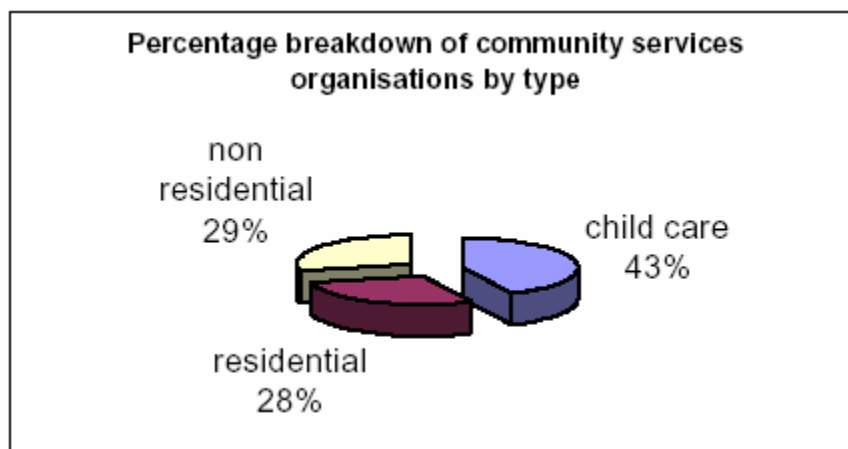
residential 28%

Employment Distribution

Total industry employment is 558,669 (269,000 employees and 276,333 volunteers)

The breakdown of employment was 31% in nursing homes (approx. 11% of total community service organisations) and 29% in non-residential services (28% of total community service organisations). Of volunteers, 77% are in the non-residential service area.

Percentage breakdown of residential organisations

36%

34%

30%

nursing homes

aged care accommodation

other residential

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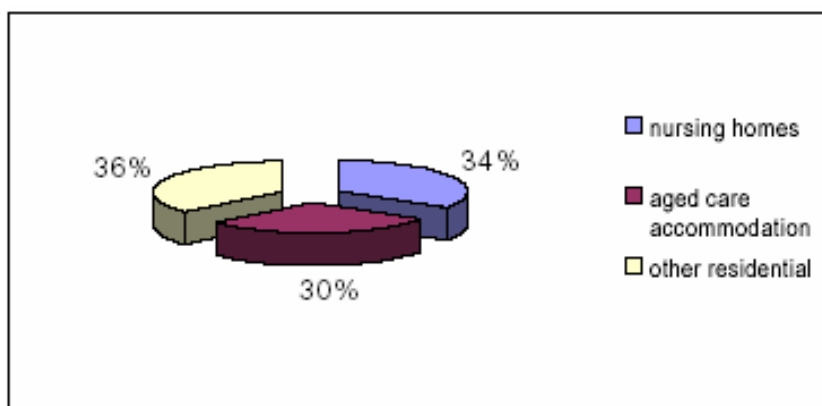
[7] Australian Bureau of Statistics *Community Services Australia 1999-2000* July 2001 8696.0
[8] Defined by ANZIC codes 8613-8729

Percentage breakdown of non-residential service organisations
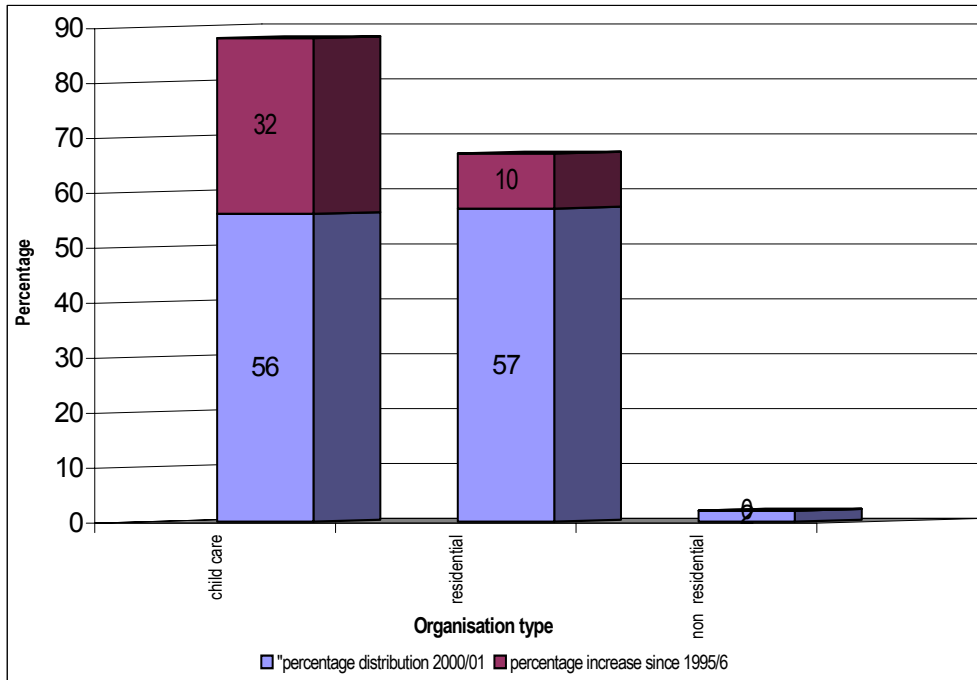
Percentage of services that are for profit with increases since 1995/6

Qualifications in the Community Services Industry

This industry data should result in a Qualifications Framework that captures the competencies required to work in the for-profit and not-for-profit sectors and in each of the three main areas of service delivery. The relevant qualifications are listed below according to those three areas:

Child Care Services

1. CHC30402   Certificate III in Children's Services
2. CHC40402   Certificate IV in Out of School Hours Care
3. CHC50302   Diploma of Children's Services
4. CHC50202   Diploma of Out of School Hours Care
5. CHC60202   Advanced Diploma of Children's Services

Residential Support Services

1. CHC20102   Certificate II in Community Services Support Work
2. CHC30102   Certificate III in Aged Care Work
3. CHC40102   Certificate IV in Aged Care Work
4. CHC40202   Certificate IV in Service Co-ordination (Ageing and Disability)
5. CHC30302   Certificate III in Disability Work
6. CHC40302   Certificate IV in Disability Work

7. CHC50102   Diploma of Disability Work
8. CHC60102   Advanced Diploma of Disability Work
9. CHC41602   Certificate IV in Community Services (Lifestyle and Leisure)
10. CHC42002   Certificate IV in Community Services (Service Co-ordination)
11. CHC30602   Certificate III in Youth Work
12. CHC40602   Certificate IV in Youth Work
13. CHC40702   Certificate IV in Youth Work (Juvenile Justice)
14. CHC50502   Diploma of Youth Work
15. CHC50802   Diploma of Community Services (Lifestyle and Leisure)

Non Residential Services
1. CHC10102   Certificate I in Work Preparation
2. CHC20302   Certificate II in Community Services (First Point of Contact)
3. CHC20202   Certificate II in Community Services Work
4. CHC30202   Certificate III in Home and Community Care
5. CHC30302   Certificate III in Disability Work
6. CHC30802   Certificate III in Community Services Work
7. CHC30502   Certificate III in Employment Services
8. CHC30702   Certificate III in Social Housing
9. CHC30902   Certificate III in Telephone Counselling Skills
10. CHC30602   Certificate III in Youth Work
11. CHC42002   Certificate IV in Community Services (Service Co-ordination)
12. CHC40302   Certificate IV in Disability Work
13. CHC41702   Certificate IV in Alcohol and Other Drugs Work
14. CHC41902   Certificate IV in Community Development
15. CHC41302   Certificate IV in Community Mediation
16. CHC41402   Certificate IV in Community Services (Information, Advice and Referral)
17. CHC41802   Certificate IV in Community Services (Protective Care)
18. CHC41202   Certificate IV in Community Services Advocacy
19. CHC40902   Certificate IV in Community Services Work
20. CHC40502   Certificate IV in Employment Services
21. CHC42407   Certificate IV in Career Development
22. CHC41502   Certificate IV in Marriage Celebrancy
23. CHC41102   Certificate IV in Mental Health Work (Non-clinical)
24. CHC40802   Certificate IV in Social Housing
25. CHC41002   Certificate IV in Telephone Counselling Skills
26. CHC40602   Certificate IV in Youth Work
27. CHC42207   Certificate IV in Children's Contact Service Work
28. CHC42307   Certificate IV in Relationship Education

29. CHC51102   Diploma of Alcohol and other Drugs Work
30. CHC50902   Diploma of Community Services (Case Management)
31. CHC51402   Diploma of Community Development
32. CHC51502   Diploma of Community Education
33. CHC51002   Diploma of Community Services (Financial Counselling)
34. CHC51202   Diploma of Community Services (Protective Intervention)
35. CHC51602   Diploma of Community Services Management
36. CHC50702   Diploma of Community Welfare Work
37. CHC50102   Diploma of Disability Work
38. CHC50402   Diploma of Employment Services
39. CHC50602   Diploma of Social Housing
40. CHC50502   Diploma of Youth Work
41. CHC51302   Diploma of Statutory Child Protection
42. CHC51707   Diploma of Family Intake and Support Work
43. CHC51807   Diploma of Children's Contact Service Work
44. CHC51907   Diploma of Relationship Education
45. CHC60402   Advanced Diploma of Community Services Management
46. CHC60302   Advanced Diploma of Community Services Work
47. CHC60102   Advanced Diploma of Disability Work
48. CHC80107   Vocational Graduate Diploma of Relationship Counselling
49. CHC80207   Vocational Graduate Diploma of Family Dispute Resolution

The large number of qualifications in the non-residential services area is explained by the great variety of job roles and the fact that the Community Services Training Package addresses the full range of services, modes of delivery and client profiles characteristic of the community services industry. Content of qualifications will be distinguished by:

1. The focus on delivering services to individual clients or facilitating community development

2. The degree of autonomy, judgement and supervision involved.

SERVICES TO INDIVIDUAL CLIENTS   **SERVICES TO COMMUNITIES**

Specialist types of groups (elderly, disables, AOD, mental health, young people	Specific types of services defined by program areas: (housing, employment, child protection , ancillary)	Different settings (residential, community, detention, out-of-home)	Different modes of services delivery (counselling, mediation, case management)	Leisure/health/recreation services delivered to groups (aged, disabled, children, young people)	Community Education	Community Development

MANAGEMENT RESPONSIBILITIES

Types of Community Services Training Package Qualifications

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?
A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications- Framework Advisory Board (AQFAB) website (*www.aqf.edu.au*) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in postcompulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the
AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications
Training Packages can incorporate the following eight AQF qualifications.
- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …
- Vocational Graduate Certificate of…
- Vocational Gradaute Diploma of…

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment
Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills.
They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction;
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
• demonstrate some relevant theoretical knowledge;
• apply a range of well-developed skills;
• apply known solutions to a variety of predictable problems;
• perform processes that require a range of well-developed skills where some discretion and judgement is required;
• interpret available information, using discretion and judgement;
• take responsibility for own outputs in work and learning;
• take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:
• demonstrate understanding of a broad knowledge base incorporating some theoretical concepts;
• apply solutions to a defined range of unpredictable problems;
• identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas;
• identify, analyse and evaluate information from a variety of sources;
• take responsibility for own outputs in relation to specified quality standards;
• take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes
Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organizing others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes
Do the competencies or learning outcomes enable an individual with this qualification to:
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas;
- analyse and plan approaches to technical problems or management requirements;
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations;
- evaluate information, using it to forecast for planning or research purposes;
- take responsibility for own outputs in relation to broad quantity and quality parameters;
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes
Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes
Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas;
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions;
- generate ideas through the analysis of information and concepts at an abstract level;
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills;
- demonstrate accountability for personal outputs within broad parameters;
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of Learning Outcomes
The self directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills.

Substantial breadth, depth and complexity involving the initiation, analysis and design, planning, execution and evaluation of technical and/or management functions in highly varied and/or highly specialised contexts.

The application involves making significant high level, independent judgements in major, broad, specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may include responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.

Distinguishing Features of Learning Outcomes
Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate the self directed development and achievement of broad and or specialised areas of knowledge and skills building on prior knowledge and skills;
- initiate, analyse, design, plan, execute and evaluate major, broad or specialised technical and/or management functions in highly varied and/or specialised contexts;
- generate and evaluate ideas through the analysis of information and concepts at an abstract level;
- demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills in complex contexts;
- demonstrate responsibility and broad ranging accountability for personal outputs;
- demonstrate responsibility and broad ranging accountability for the structure; management and output of the work of others and/or functions.

Vocational Graduate Diploma

Characteristics of Learning Outcomes

The self directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills.

Substantial breadth, depth and complexity involving the initiation, analysis and design, planning, execution and evaluation of major functions both broad and/or highly specialised, in highly varied and/or highly specialised contexts

Further specialisation within a systematic and coherent body of knowledge.

The applications involve making high level, fully independent, complex judgements in , broad and/or highly specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may involve full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:
- demonstrate the self directed development and achievement of broad and or highly specialised areas of knowledge and skills building on prior knowledge and skills;
- initiate, analyse, design, plan, execute and evaluate major functions either broad and/or highly specialised within highly varied and/or specialised contexts;
- generate and evaluate complex ideas through the analysis of information and concepts at an abstract level;
- demonstrate an expert command of wide ranging, highly specialised technical, creative or conceptual skills in complex and/or highly specialised or varied contexts;
- demonstrate full responsibility and accountability for personal outputs;
- demonstrate full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy.

Career Pathways in the Community Services Training Package

The index of occupational titles will assist in selecting the appropriate qualification for learners. The AQF descriptor section in this document provides additional guidance.

Certificate I Pathway Qualification	Certificate II Workers operate under clear guidance	Certificate III Generally seen as entry level to the industry for client or community work	Certificate IV First line-Supervisor or more autonomous worker	Diploma Advanced skill worker or manager	Advanced Diploma Specialist advanced skill worker or executive manager	Vocational Graduate Certificate Self directed specialist practitioner	Vocational Graduate Diploma Highly specialised practitioner in complex service contexts
Community Services Work							
CHC10102 Certificate I in Work Preparation	CHC20302 Certificate II in Community Services (First Point of Contact)	CHC30802 Certificate III in Community Services Work	CHC40902 Certificate IV in Community Services Work	CHC51602 Diploma of Community Services Management	CHC60402 Advanced Diploma of Community Services Management	CHC80107 Vocational Graduate Diploma of Relationship Counselling	CHC80207 Vocational Graduate Diploma of Family Dispute Resolution
	CHC20202 Certificate II in Community Services Work		CHC41202 Certificate IV in Community Services Advocacy	CHC50702 Diploma of Community Welfare Work	CHC60302 Advanced Diploma of Community Services Work		
			CHC41302 Certificate IV in Community Mediation	CHC50902 Diploma of Community Services (Case Management)			
			CHC42002 Certificate IV Community Services (Service Co-ordination)	CHC50902 Diploma of Community Services (Financial Counselling)			
			CHC41402 Certificate IV in Community Services (Information, Advice and Referral)				
			CHC41102 Certificate IV in Mental Health Work (Non-clinical)				
			CHC41702 Certificate IV in Alcohol and Other Drugs Work	CHC51102 Diploma of Alcohol and other Drugs Work			
		CHC30502 Certificate III in Employment Services	CHC40502 Certificate IV in Employment Services	CHC50402 Diploma of Employment Services			

Certificate I Pathway Qualification	Certificate II Workers operate under clear guidance	Certificate III Generally seen as entry level to the industry for client or community work	Certificate IV First line-Supervisor or more autonomous worker	Diploma Advanced skill worker or manager	Advanced Diploma Specialist advanced skill worker or executive manager	Vocational Graduate Certificate Self directed specialist practitioner	Vocational Graduate Diploma Highly specialised practitioner in complex service contexts
			CHC42407 Certificate IV in Career Development				
		CHC30602 Certificate III in Youth Work	CHC40602 Certificate IV in Youth Work	CHC50502 Diploma of Youth Work			
			CHC40702 Certificate IV in Youth Work (Juvenile Justice)				
		CHC30702 Certificate III in Social Housing	CHC40802 Certificate IV in Social Housing	CHC50602 Diploma of Social Housing			
			CHC41502 Certificate IV in Marriage Celebrancy				
		CHC30902 Certificate III in Telephone Counselling Skills	CHC41002 Certificate IV in Telephone Counselling Skills				
			CHC42207 Certificate IV in Children's Contact Service Work	CHC51807 Diploma of Children's Contact Service Work			
			CHC42307 Certificate IV in Relationship Education	CHC51907 Diploma of Relationship Education			
				CHC51707 Diploma of Family Intake and Support Work			
Community Development/Education							
			CHC41902 Certificate IV in Community Development	CHC51402 Diploma of Community Development			
				CHC51502 Diploma of Community Education			

Certificate I Pathway Qualification	Certificate II Workers operate under clear guidance	Certificate III Generally seen as entry level to the industry for client or community work	Certificate IV First line-Supervisor or more autonomous worker	Diploma Advanced skill worker or manager	Advanced Diploma Specialist advanced skill worker or executive manager	Vocational Graduate Certificate Self directed specialist practitioner	Vocational Graduate Diploma Highly specialised practitioner in complex service contexts
Residential and Support Work							
	CHC20102 Certificate II in Community Services Support Work	CHC30102 Certificate III in Aged Care Work	CHC40102 Certificate IV in Aged Care Work	CHC51602 Diploma of Community Services Management	CHC60402 Advanced Diploma of Community Services Management		
		CHC30202 Certificate III in Home and Community Care	CHC40202 Certificate IV Service Co-ordination (Ageing and Disability)				
		CHC30302 Certificate III in Disability Work	CHC40302 Certificate IV in Disability Work	CHC50102 Diploma of Disability Work CHC51602 Diploma of Community Services Management	CHC60102 Advanced Diploma of Disability Work		
			CHC41602 Certificate IV in Community Services (Lifestyle and Leisure)	CHC50802 Diploma of Community Services (Lifestyle and Leisure)			
Child Protection							
		CHC41802 Certificate IV in Community Services (Protective Care)		CHC51202 Diploma of Community Services (Protective Intervention)			
				CHC51302 Diploma of Statutory Child Protection			
Children's Services							
		CHC30402 Certificate III in Children's Services		CHC50302 Diploma of Children's Services	CHC60202 Advanced Diploma of Children's Services		
			CHC40402 Certificate IV in Out of School Hours Care	CHC50202 Diploma of Out of School Hours Care			

Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Vocational Graduate Certificate	Vocational Graduate Diploma
Pathway Qualification	Workers operate under clear guidance	Generally seen as entry level to the industry for client or community work	First line-Supervisor or more autonomous worker	Advanced skill worker or manager	Specialist advanced skill worker or executive manager	Self directed specialist practitioner	Highly specialised practitioner in complex service contexts

Relationship with other Training Packages

The Community Services Training Package (CSTP) includes units from other Training Packages. This takes account of the possible career pathways that may exist between the Community Services industry and other industries. The qualifications within this Training Package relate to Community Services industry job roles as defined in validated qualification descriptors.

Note regarding Health Training Package HLT02

There may be an overlap between the occupational titles of some workers currently covered by the Health Training Package and by the Community Services Training Package (eg. Patient Carer). The individual workplace requirements will define the competency profile and determine the relevant qualification and units of competency to be applied. It should be noted that delivery of health services in a community setting does not equate to a community services worker and vice versa.

Note regarding Business Services Training Package BSB01

Business Services Training Package units of competency have been developed to apply across a number of industries. They are 'very broad in nature; they gain in depth and meaning by being placed in the context of an actual business, or being applied in different industries' (*Business Services Training Package* Volume 1).

Relationship of Qualifications in the 1999 and 2002 version of the CSTP

A mapping of qualifications in CHC99 to qualifications in CHC02 is provided in the *National User Guide to support implementation of the Community Services Training Package (CHC02)*, available via www.cshisc.com.au.

Qualification Titles

The name of the qualification refers to:

- Level

- Broad area

- Specialisation area (not used for all qualifications)

eg. *Certificate IV in Community Services (Protective Care)*

↑	↑	↑
Level	***Broad***	***Specialisation Area***

Australian Apprenticeships

The CSTP has been designed to facilitate implementation of Australian Apprenticeships. Given the multiple entry points into the industry, all qualifications are suitable for Australian Apprenticeships.

It is anticipated that the following qualifications will be most commonly applied to Australian Apprenticeships:

Direct Care

CHC30102   Certificate III in Aged Care Work

CHC30202   Certificate III in Home and Community Care

CHC40102   Certificate IV in Aged Care Work

CHC30302   Certificate III in Disability Work

CHC40302   Certificate IV in Disability Work

Children's Services

CHC30402   Certificate III in Children's Services

CHC40402   Certificate IV in Out of School Hours Care

CHC50202   Diploma of Out of School Hours Care

CHC50302   Diploma of Children's Services

The Project Steering Committee for the Review of the CSTP recommended that attention be paid to marketing the uptake of the generalist community services qualifications. In relation to Australian Apprenticeships the following qualifications would be suitable:

CHC30802   Certificate III in Community Services Work

CHC40902   Certificate IV in Community Services Work

CHC50702   Diploma of Community Welfare Work

In addition, many of the other qualifications at the Certificate IV level would also be suitable.

VET in Schools

The following qualifications are suitable for VET in schools delivery:

CHC10102   Certificate I in Work Preparation

CHC20202   Certificate II in Community Services Work

CHC20102   Certificate II in Community Services Support Work

CHC30102   Certificate III in Aged Care Work

Coverage of Identified Work Areas by Statements of Attainment

Due to the employment profile of the Community Services industry there are some areas where offering a full qualification would not match industry requirements. These include situations where the work is undertaken primarily by:

1. Volunteers. In this instance requiring a pre-requisite qualification could negatively impact on workforce supply.

2. Graduates, especially with a social work background. In this instance a 'top up' unit(s) would be required to add to existing skills and knowledge.

3. Those who have high level pre-requisite skills and knowledge from prior training and/or work experiences, and their community services work utilises these skills. In this case specific 'top up' knowledge and skills is required to ensure compliance with duty of care and legislation.

The following areas are specifically addressed in this Training Package:

1. Governance

The following units have been identified as suitable for members of committees of management or Boards for Directors of organisations

SRXGOV001A	Participate as a member of an effective Board of an organisation
SRXGOV002A	Undertake the role of an individual Director of an organisation
SRXGOV003A	Undertake the role of a Chairperson at a Board meeting
SRXGOV004A	Work effectively with the Board of an organisation
CHCORG25A	Recruit and co-ordinate volunteers
BSBATSIL502A	Work with the manager

The Business Services Training Package also contains units relating to governance of Indigenous organisations.

2. Coverage of Mediation and Alternative Dispute Resolution

Mediators who have no prior training may access CHC41302 Certificate IV in Community Mediation. For those who have relevant prior education, training and experience the following units, which provide comprehensive coverage of the community mediation process, can be accessed:

CHCMED401A	Conduct a sound assessment of a dispute for mediation
CHCMED402A	Gather and use information for the mediation process
CHCMED403A	Manage communication exchanges to define the dispute
CHCMED404A	Facilitate the mediation process
CHCMED405A	Facilitate interaction between clients
CHCMED406A	Consolidate and conclude the mediation process
CHCMED407A	Reflect and improve upon professional mediation practice

The following two competency units are intended for community services workers for whom mediation is not the primary focus of their job role.

CHCMED408B	Identify the need for alternative dispute resolution
CHCMED409B	Facilitate alternative dispute resolution processes

3. Coverage of Financial Counsellor

Financial Counsellors who have no prior training can access the Diploma of Financial Counselling.

For those who have relevant prior education, training and experience the following units can be accessed:

CHCFIN1A	Provide information and support to assist clients to manage personal and household finances
CHCFIN2A	Determine client needs in respect to financial issues

4. Coverage of Marriage Celebrants

Marriage Celebrants provide community support service and have direct contact with clients, identify requirements for the celebration and refer to appropriate services for pre-marital education and support.

Workers in these situations require competence that is not likely to equate to a 'full' Australian Qualifications Framework qualification. Nevertheless, a statement of attainment based on critical units of competency (such as the following) might be appropriate.

CHCMCEL401A	Plan, conduct and review a marriage ceremony

In addition, a Certificate IV in Marriage Celebrancy, which is uses some units from the Certificate IV in Business (Small Business Management), is also provided.

5. Coverage Substitute Carers for Children at Risk

A range of people work in situations delivering out of home care to children at risk. The services might be delivered as home based care (foster care/community care; relative/kinship care. In both cases the care giver is reimbursed by an approved agency), facility based care or care to children living independently.

Titles for these roles include:

- Foster Care Worker
- Community Care Worker
- Relative/kinship Care Worker

Workers in these situations require competence that is not likely to equate to a 'full' Australian Qualifications Framework qualification. Nevertheless, a statement of attainment based on a small number of critical units of competency might be appropriate. Attainment of competency in these units could be recognised by the awarding of Statements of Attainment.

The units listed below are suggested. Other units may be identified and used as appropriate.

CHCCHILD2C   Support the rights and safety of children within duty of care requirements

CHCCHILD3A   Promote the safety, well-being and welfare of children, young people and their families

CHCCHILD5A   Orientation to child protection and out of home care for children and young people

CHCCN20B   Advocate for the rights and needs of children and young people

CHCCOM2B   Communicate appropriately with clients and colleagues

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

These Assessment Guidelines must be used in conjunction with the following documents:

- Community Services Training Package Qualifications Framework

- Industry Specific Competency Standards for:
  - **Community Development**
  - **Children's Services**
  - **Child Protection**
  - **Employment Services**
  - **Management**
  - **Social Housing**
  - **Youth Work and Juvenile Justice**
  - **Community Services Work – Specialist**
    - Alcohol and Other Drugs Work
    - Case Management
    - Community Mediation
    - Community Services Advocacy
    - Financial Counselling
    - Information, Advice and Referral
    - Lifestyle and Leisure
    - Marriage Celebrancy
    - Mental Health Work (Non-clinical)
    - Telephone Counselling Skills
    - Relationship Counselling
    - Family Dispute Resolution
    - Relationship Education
    - Children's Contact Services
  - **Community Services Work – General**
    - Community Services Work
    - Community Welfare Work
    - First Point of Contact
    - Work Preparation
  - **Aged Care and Disability Work**
    - **Community Services Support Work**
    - Aged Care Work
    - Home and Community Care
    - Service Co-ordination
    - Disability Work

- Competency Standards from other endorsed Training Packages

Assessment System Overview
This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment
Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements
Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at *www.dest.gov.au* or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

- **Registration of Training Organisations**
Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisation*s.

- **Quality Training and Assessment**
Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

- **Assessor Competency Requirements**
Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

- **Assessment Requirements**
The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

- **Assessment Strategies**

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

- **Mutual Recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

- **Access and Equity and Client Services**

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

- **Partnership Arrangements**

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

- **Recording Assessment Outcomes**

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

- **Issuing AQF qualifications and Statement of Attainment**

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

> Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each state and territory, and can regularly change. The developers of this Training Package, and DEST, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEST cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact admin@cshisc.com.au or visit www.cshisc.com.au.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet the additional requirements detailed in the following chart, in addition to the AQTF requirements.

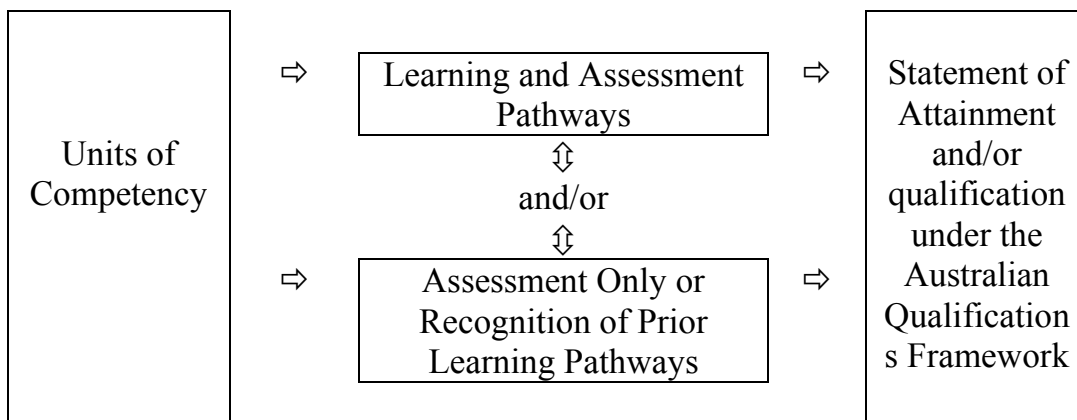| Qualification	License/Registration	Jurisdiction	Requirements
Qualifications including the following units of competency: CHCCS303A Provide physical assistance with medication CHCCS304A Assist with self medication	State/territory legislation relating to: • Poisons • Therapeutic goods acts and regulations.	All states and territories	RTOs must ensure assessment against these units of competency is consistent with state/territory legislation relating to limitations on work roles providing assistance with medication.

Requirements for Candidates

Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:
• formal or informal education and training
• experiences in the workplace
• general life experience, and/or
• any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.

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┌──────────────┐        ┌─────────────────────────┐        ┌─────────────────┐
│              │   ⇨    │ Learning and Assessment │   ⇨    │ Statement of    │
│              │        │       Pathways          │        │ Attainment      │
│              │        └─────────────────────────┘        │ and/or          │
│  Units of    │                   ⇕                       │ qualification   │
│ Competency   │                and/or                     │ under the       │
│              │                   ⇕                       │ Australian      │
│              │   ⇨    ┌─────────────────────────┐   ⇨    │ Qualification   │
│              │        │   Assessment Only or    │        │ s Framework     │
│              │        │  Recognition of Prior   │        │                 │
│              │        │   Learning Pathways     │        │                 │
└──────────────┘        └─────────────────────────┘        └─────────────────┘
```

Each of these assessment pathways leads to full recognition of competencies held the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways
Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway
Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not

required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies;
- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways
Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements
This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies
The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

7.3   **a**   The RTO must ensure that assessments are conducted by a person who has:
       i   the following competencies[9] from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
           a   TAAASS401A Plan and organise assessment;
           b   TAAASS402A Assess competence;
           c   TAAASS404A Participate in assessment validation;

       ii   relevant vocational competencies, at least to the level being assessed.

   b   However, if a person does not have all of the competencies in Standards 7.3 **a** (i) and the vocational competencies as defined in 7.3 **a** (ii), one person with the competencies listed in Standard 7.3 **a** (i), and one or more persons who have the competencies listed in Standard 7.3 **a** (ii) may work together to conduct assessments.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (*http://www.ntis.gov.au*). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:
- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the *Standards for Registered Training Organisations*; and
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9. A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop Assessment Tools*.

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[9] A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

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8. RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1. The RTO must ensure that assessments (including RPL):

    i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

    ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

    iii. are valid, reliable, fair and flexible;

    iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

    v. where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

    vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

    vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

    viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and

    ix. provide for reassessment on appeal.

8.2. a   The RTO must ensure RPL is offered to all applicants on enrolment.

    b   The RTO must have an RPL process that:

        i. is structured to minimise the time and cost to applicants; and

        ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Specific requirements for assessment of competence
Many competency units specify as a critical aspect for assessment:
'Observation of workplace performance is essential for assessment of this unit'.

The intention of this statement is that:

- assessment of the skills and knowledge described in the competency unit should include observation of workplace performance

- 'workplace performance' may need to be demonstrated under simulated conditions, which approximate the workplace, in order to address safety requirements or in order to assess skills and knowledge which it may not be possible to assess in the workplace.

Evidence of workplace application should be provided as detailed in the competency unit.

Where observation is undertaken in the workplace for assessment purposes, the assessor must ensure that safety of practice and duty of care requirements are addressed appropriately.

Assessment in the Community Services Industry

Assessment of competency will be in accordance with the relevant legislation applying in each state and territory. This will include:

- consumer protection

- anti-discrimination acts and regulations.

In certain circumstances other legislation will also be relevant including:

- Privacy

- Therapeutic Goods and Poisons Acts and regulations.

Wherever possible integrated assessment, which reflects the grouping of competencies as they would be demonstrated in an actual work role, is the preferred means of assessment. The context of the assessment is defined in each unit of competency.

Where units of competency have been imported from another Training Package (that is, the unit code does **not** have the 'CHC' prefix), the Registered Training Organisation responsible for the assessment should check the Assessment Guidelines covering those units of competency in their source Training Package.

The Community Services workforce contains significant numbers of workers from disadvantaged groups. These include:
- people from culturally and linguistically diverse a non-English speaking background;

- those using alternative, non verbal communication (eg. users of Auslan or Braille)

- Indigenous Australians

- people with various disabilities.

Assessors need to consider the needs of these groups, including the language used and any cultural issues that may affect the response of the person being assessed.

Evidence gathering methods must be equitable to all groups of participants. Assessment procedures should also be culturally appropriate for the individual and the situation. Reasonable adjustments are made to assessment procedures for people with special needs such as people with disabilities or with language or literacy difficulties. The language and literacy requirements of the assessment process should not exceed the language and literacy requirements of the particular level of work in the industry.

Culturally Appropriate Assessment in Indigenous Communities

RTOs working with Indigenous communities will be expected to identify the content and the type of training and assessment that will be appropriate to Indigenous communities. It is essential that all components of planning, delivery and evaluation of training and assessment be carried out in consultation with the particular community.

Further Sources of Information
The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts
Community Services and Health Industry Skills Council
Level 9, 46 – 56 Kippax Street
SURRY HILLS NSW 2010
PO Box 49
STRAWBERRY HILLS NSW 2012
Telephone: (02) 9270 6600
Fax: (02) 9270 6601
Web: www.cshisc.com.au
Email: admin@cshisc.com.au

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Skills Australia
Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources
Refer to *http://antapubs.dest.gov.au/publications/search.asp* to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, *aqf.edu.au*
Australian Quality Training Framework (AQTF) – for general information go to: *www.dest.gov.au/sectors*
Australian Quality Training Framework (AQTF) – for resources and information go to: *www.dest.gov.au*
Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from *www.dest.gov.au*

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – *www.ntis.gov.au*

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at *www.dest.gov.au*

Assessment Resources
Training Package Assessment Guides — a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of *www.dest.gov.au*. Go to *www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm*
Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

1. Training Package Assessment Materials Kit
2. Assessing Competencies in Higher Qualifications
3. Recognition Resource
4. Kit to Support Assessor Training
5. Candidate's Kit: Guide to Assessment in New Apprenticeships
6. Assessment Approaches for Small Workplaces
7. Assessment Using Partnership Arrangements
8. Strategies for ensuring Consistency in Assessment
9. Networking for Assessors
10. Quality Assurance Guide for Assessment

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment
VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.
Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training
Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program — learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional* Development, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management
Office of Training and Further Education 1998, *Demonstrating best practice in VET project – assessment systems and processes, OTFE Victoria*.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria;
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes;
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or;
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of

competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

Employability Skills Replacing Key Competencies from 2006

Progressively released from 2006, the Key Competency information in Training Packages will be replaced by the Employability Skills Framework. In May 2005 The National Training Quality Council endorsed the approach to embed Employability Skills within Training Package qualifications and units of competency.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or key competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which attempted to describe generic competencies for effective participation in work, and were developed in 1992.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future' report in 2002 in consultation with other peak employer bodies. Funding was provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA), with the report officially released by Dr Nelson, Minister for Education, Science and Training, on 23 May 2002. Copies of the report are available from the DEST website at: *http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.*

The Report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies framework that was developed in the early 1990s. The report featured an 'Employability Skills Framework', which identified eight Employability Skills.[10]

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

The Report demonstrates how Employability Skills can be further described for particular occupational and industry contexts by sets of facets.[11] The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important. These facets were seen by employers as being dependent both in their nature and priority within an enterprise's business activity.

Employability Skills Framework
The following table contains the Employability Skills facets identified in the report
Employability Skills for the Future.

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[10] Personal attributes that contribute to employability were also identified in the report but are not Employability Skills

[11] Facets were originally referred to as 'elements' but were subsequently changed to avoid confusion with the already established terminology used in units of competency.

Skill	Facets — Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Communication that contributes to productive and harmonious relations across employees and customers	- Listening and understanding - Speaking clearly and directly - Writing to the needs of the audience - Negotiating responsively - Reading independently - Empathising - Using numeracy effectively - Understanding the needs of internal and external customers - Persuading effectively - Establishing and using networks - Being assertive - Sharing information - Speaking and writing in languages other than English
Team work that contributes to productive working relationships and outcomes	- Working across different ages and irrespective of gender, race, religion or political persuasion - Working as an individual and as a member of a team - Knowing how to define a role as part of the team - Applying team work to a range of situations e.g. futures planning, crisis problem solving - Identifying the strengths of the team members - Coaching and mentoring skills including giving feedback
Problem solving that contributes to productive outcomes	- Developing creative, innovative solutions - Developing practical solutions - Showing independence and initiative in identifying problems and solving them - Solving problems in teams - Applying a range of strategies to problem solving - Using mathematics including budgeting and financial management to solve problems - Applying problem solving strategies across a range of areas - Resolving customer concerns in relation to complex projects issues
Initiative and enterprise that contribute to innovative outcomes	- Adapting to new situations - Developing a strategic, creative, long term vision - Being creative - Identifying opportunities not obvious to others - Translating ideas into action - Generating a range of options - Initiating innovative solutions
Planning and organising that contributes to long and short term strategic planning	- Managing time and priorities – setting time lines, co-ordinating tasks for self and with others - Being resourceful - Taking initiative and making decisions - Adapting resource allocations to cope with contingencies - Establishing clear project goals and deliverables - Allocating people and other resources to tasks

	• Planning the use of resources including time management
	• Participating in continuous improvement and planning processes
	• Developing a vision and a proactive plan to accompany it
	• Predicting – weighing up risk, evaluate alternatives and apply evaluation criteria
	• Collecting, analysing and organising information
	• Understanding basic business systems and their relationships
Self management contributes to employee satisfaction and growth	• Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (eg. learning about products) and 'people' issues (eg. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology that contributes to effective carrying out of tasks	• Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the appropriate physical capacity

Employability Skills Summary
An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Employability Skills Embedded in Units of Competency
The detail and application of Employability Skills facets will vary according to the job role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are embedded within the various components that make up each unit of competency.

The following table contains examples of embedded Employability Skills for each component of a unit of competency:

Unit component	*Example of embedded employability skill*
Unit Title	Give formal presentations and take part in meetings (Communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)
Element	Proactively resolve issues (Problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements (Planning and organising)
Range Statement	Software applications may include: • email, internet • word processing, spreadsheet, database, or accounting, packages (Technology)
Required Skills and Knowledge	• Modify activities depending on differing workplace contexts, risk situations and environments (Learning) • Work collaboratively with others during a fire emergency (Teamwork) • Instructions, procedures and other information relevant the maintenance of vessel and port security (Communication)
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues … (Initiative and enterprise)

Incorporating Employability Skills into learning and assessment strategies
Employability Skills are an integral part of competency. Units of competency have been developed to ensure relevant Employability Skills facets have been embedded within competency components rather than 'bolted on'. This approach more accurately describes Employability Skills within the context of work outcomes.

Trainers and assessors are required to analyse and 'unpack' each unit of competency to develop learning and assessment strategies that include the application of Employability Skills. This includes implementing learning and assessment strategies that meet learners' needs and reflect industry requirements.

Pre-requisite Units (optional)
If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit
This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence;
- the required underpinning knowledge and skills

Groupings of Competency Units and AQF level within the CSTP

Qualifications comprise units drawn from groups in the Community Services Training Package or from other endorsed Training Packages. Units are identified as *compulsory* or *elective*.

Compulsory Units

Compulsory units represent the minimum work requirements in the range of settings covered by the qualification title.

Elective Units

Elective units allow for variations and differences between areas, roles or functions in the community services industry. Elective units provide enterprises with the flexibility to select units that match their specific workplace needs within identified boundaries. Elective units can also be selected from a diverse range of areas and other Training Packages.

The number of units and how they are grouped to form qualifications is based on:

- advice from industry about defined work requirements

- guidance from DEST about packaging of competencies at different levels. Higher level qualifications would generally indicate an increase in complexity of knowledge and skill, more autonomous operation, application of judgement and management of work teams and strategic processes.

A number of units occur consistently across qualifications and may be considered fundamental to work in the community services industry. These include in:

- effective work in the community services industry (duty of care, ethics, regulatory environment)
- communication
- occupational health and safety
- other areas critical to a sector or type of work that are consistent across qualifications.

The competency units that appear across qualifications at different levels are:

Certificate III
CHCORG3B	Participate in the work environment
CHCOHS301A	Participate in workplace safety procedures
CHCCOM2B	Communicate appropriately with clients and colleagues
CHCCS301A	Work within a legal and ethical framework

Certificate IV
CHCORG5B	Maintain an effective work environment
CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace
CHCCOM3C	Utilise specialist communication skills to build strong relationships
CHCCS402A	Respond holistically to client issues
CHCCS405A	Work effectively with culturally diverse clients and co-workers
CHCNET4A	Work with other services
BSBCMN206A	Process and maintain workplace information

Diploma

CHCORG6B	Co-ordinate the work environment
CHCOHS501A	Manage workplace OHS management system
CHCCOM4B	Develop implement and promote effective communication techniques
CHCCS4C	Manage the delivery of quality client service
CHCNET4A	Work with other services
CHCINF4B	Manage the organisation's information systems
CHCORG28A	Reflect and improve upon professional practice
CHCPOL4A	Develop and implement policy

These units are often *compulsory* in Community Services Training Package qualifications. Other units define specific work areas, roles or function in the community services industry.

These units will be either elective or compulsory depending on the work role, area or function.

Customisation Guidelines

When might Customisation be Required?

The CSTP has been developed with flexibility to address variations within individual workplaces. The packaging rules in qualifications are designed to cover the majority of scenarios.

However, there are other ways that Training Packages can be flexibly applied to workplaces:
- customisation of qualifications
- contextualisation of units of competency.

Customisation and contextualisation may be required to suit individual:
- enterprises
- regions
- jurisdictions
- settings
- work roles
- client needs.

Who Customises?

RTOs delivering training and assessment have the responsibility for making the final decision on customisation. This would be done in consultation with enterprises and in accordance with the following guidelines.

Customisation of Qualifications

The packaging rules (as defined in the Qualifications Framework) will be the basis for customising the qualification to individual workplaces.

Adding Units of Competency to a Qualification

The number of units of competency required for the awarding of a qualification has been set for each qualification (see Qualifications Framework). Any delivery and assessment of additional unit(s) of competency would be expected to result in a Statement of Attainment for these additional unit(s). Statements of Attainment may contribute to the acquisition of an additional qualification.

Substitution of Units of Competency

Where substitution of one unit of competency with an alternative unit of competency is possible (eg. from other parts of the Community Services Training Package or from another Training Package), this is defined within the packaging rules for each qualification (see Qualifications Framework). The Community Services and Health Industry Skills Council (CS&H ISC) will provide an update of Training Packages which have been reviewed and which may impact on the selection of units of competency. Where a revised version of the Training Package is required, this will be provided by the CS&H ISC in accordance with the DEST guidelines.

Units of competency have been deemed 'compulsory' or 'elective'. This allocation can only be changed by the CS&H ISC following agreement by DEST. Some units of competency may be deemed equivalent to other units of competency. Where this is the case the equivalence will be defined in the unit itself.

Titles of Qualifications

The titles of qualifications are defined in the CSTP, coded according to the ANTA guidelines and cannot be changed. Any explanatory or additional descriptor which may be added is not part of the nationally recognised qualification.

Contextualisation of Units of Competency

Units of competency may be contextualised in a number of ways. This should not alter the content and intent of the unit. Where units occur across qualifications, it is expected that they would be contextualised to the particular qualification that is being delivered. It is expected that this discussion would occur between RTOs and their client employers.

Range Statement

The Range Statement defines the context within which the unit of competency is to be demonstrated. The Range Statement typically contains two types of information which may be of interest for contextualisation:

- *Indicative* lists (statements or other information) which are intended to provide information but are not be exclusive or restrictive
- *Prescriptive* lists (statements or other information) which must be complied with.

Indicative lists typically may be added to and/or have only certain items chosen, but this must not change the overall outcome of the unit. Typically this is the most fertile field for contextualisation. Prescriptive lists will require all things on the list to remain part of the unit of competency and so are not suitable for variation.

The wording in the Range Statement will indicate whether the list (or other) is indicative or prescriptive.

Apart from these two areas, additions may be made to the Range Statement, provided the unit remains of similar breadth, complexity and size, and the overall outcome of the unit is not changed. Where changes beyond these are required, the Community Services and Health Industry Skills Council (CS&H ISC) to be advised so that they may consider it as part of the continuous quality improvement process.

Evidence Guide

The Evidence Guide contains (among other things) statements about essential knowledge and critical aspects of assessment. Apart from the general provision for replacing general terms with specific ones, variation to the Evidence Guide should be approached with caution.

Where information contained in the Evidence Guide is clearly indicative in its nature, then it may be varied as appropriate.

It is generally not regarded as desirable to add significantly to the lists of knowledge required in the Evidence Guide as part of a contextualising process. However, minor additions to suit specific workplace applications or minor changes to adapt the unit of competency for a change in technology or similar may be considered appropriate.

Where changes beyond these are required, then the CS&H ISC is to be advised so that they may consider it as part of the continuous quality improvement process.

Elements and Performance Criteria

Generally it is not advisable to consider any variation of either Elements or Performance Criteria. While it is allowable to replace general terms with relevant specific ones, care must be taken to ensure that the unit remains of similar level and rigour and the outcome of the unit is not changed. Inclusion of additional elements and performance criteria may have a cost implication for training.

Enterprise Units

Where an enterprise develops a new unit of competency to suit local needs, the following steps are necessary for national recognition:

- Map the new unit and identify its equivalence to an existing nationally recognised unit
- Submit the new unit through the CS&H ISC for national endorsement and inclusion in the Community Services Training Package according to DEST guidelines, where the mapping exercise does not indicate an equivalence between the new unit and an existing recognised unit.

Note: Enterprises may nominate to have those units endorsed as enterprise specific elective units within the qualifications framework.