

## **UNIT CHCES404A Promote clients to employers**

### **Unit Descriptor**

This unit involves the promotion of clients to potential employers and the empowerment of clients to promote their skills and abilities to employers.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Prepare for employer contact          | 1.1 Labour market information is used as a context and aid in determining options<br>1.2 Target employment market identified<br>1.3 Contact approach is planned   |
| 2. Identify selling points of client     | 2.1 Strengths and abilities of client are identified<br>2.2 Strengths and abilities are converted to selling points<br>2.3 Selling points match employer needs  |
| 3. Negotiate suitable outcome for client | 3.1 Persuasive communication techniques are used as required<br>3.2 Selling points are emphasised<br>3.3 Employer resistance is managed<br>3.4 Appropriate support is provided to client, as required<br>3.5 Negotiated outcome is reached          |
| 4. Undertake follow up action            | 4.1 Contact approach is reviewed and refined as appropriate<br>4.2 Information is provided to employer as required<br>4.3 Feedback is provided to client<br>4.4 Information systems are updated according to organisational policies and procedures |

## RANGE STATEMENT

*Labour market information may include but is not limited to:*

- Composition of the labour market
- Information regarding industries and industry sectors (eg workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force, hiring processes and patterns)
- Information regarding occupations (eg prospects of employment, type of work undertaken, conditions of employment)
- Trends
- Current status
- Industrial framework
- Employer expectations

*Target employment market may include, but is not limited to:*

- Industries where skills and abilities of client are applicable
- Employers that offer employment in appropriate occupations
- Employers with a history of offering opportunities to clients with barriers to employment
- Employers with current job opportunities that sufficiently align with skills and abilities of client

*Contact approach to promote client can include, but is not limited to:*

- Appointments and interviews with employers
- Telemarketing
- Telephone communication
- Correspondence
- Cold canvassing (door knocking)
- Advertising
- Business cards
- Personal profiles and resumes

*Selling points include, but are not limited to:*

- Examples of relevant knowledge and experience and personal qualities likely to be valued by the employer
- Points related specifically to the needs of individual employers
- Points to answer any employer queries or concerns about the client

## RANGE STATEMENT

*Persuasive communication techniques may include, but are not limited to:*

- Negotiation techniques
- Sales techniques
- Assertiveness
- Ability to communicate benefits of non discrimination and diversity in the workplace
- Ability to explain legislative requirements
- Ability to present viable, realistic options to the employer

*Points of employer resistance may relate to these barriers to employment, but are not limited to:*

- Skills level, type and currency
- Limited work experience or gaps in work history
- Lack of transport
- Literacy and numeracy skill level
- Factors such as self esteem, motivation, attitude
- Factors such as hygiene, grooming, dress and appearance

*A negotiated outcome may include, but is not limited to:*

- Interview appointment for the client
- Trial work placement
- Job placement (eg permanent, temporary, full time, part time; casual or contract)
- Forwarding of resume or profile for employer to retain on file

*Support provided can include, but is not limited to:*

- Role plays, mock interviews for client
- Coaching (eg in negotiation skills, assertiveness skills, sales skills, preparation of correspondence and forms, interview techniques, telephone interactions with employers)
- Assistance with scripts
- Providing regular practice opportunities
- Debriefing and constructive feedback
- Provision of wage subsidies or negotiation of supported wage with employer
- Provision of other assistance available to the employer if hiring takes place (eg workplace support, training of client, funding of workplace aids and adjustments)

## RANGE STATEMENT

*Information that may be provided to the employer may relate to, but is not limited to:*

- Forms of assistance available
- Sources of further information, eg on workplace relations matters, awards and conditions
- Marketing material relating to products and services of the organisation

*Feedback to client may relate to, but is not limited to:*

- Interview performance and results
- Relevant information regarding the employer, (eg culture, performance requirements, pay and conditions, job role and responsibilities)
- Future assistance available to them through the organisation
- Sources of assistance outside the organisation
- Action to take if difficulties arise with the placement

*Organisational policies and processes relating to recording of information may include, but are not limited to:*

- Recording of information against client and employer files and database records
- Use of Contact Management Systems for employers



## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Appropriate target employment markets are identified that align with individual client needs and circumstances
- Advanced communication and sales skills are used to negotiate an appropriate outcome for both client and employer
- Client and employer are informed of and provided with appropriate forms of assistance
- Follow up action is taken to assist in sustaining the employment

*Relationship with other units:*

This unit is related to

- CHCES401A Analyse and apply labour market information
- This unit is related to sales units contained within the Business Services Training Package

*Essential knowledge required includes, but is not limited to:*

- Expectations and needs of both clients and potential employers
- Current and emerging characteristics and requirements of local labour markets
- Relevant legislative requirements, eg Disability Services Act, Federal and State anti-discrimination legislation, Workplace Relations Act
- Knowledge of incentives and other assistance available to employer and New Apprentice including Disabled Apprentice Wage Support Scheme
- Organisational policies on assistance available to clients and potential employers to secure and maintain an employment placement or trial work placement

*Essential skills required include:*

- Skills to analyse labour market information so that appropriate employers are targeted
- Sales skills to identify viable options, handle objections, sell a solution, and take follow up action as required

## EVIDENCE GUIDE

- Advanced communication skills, including the ability to negotiate a realistic outcome that sufficiently meets the needs of all parties; to impart and elicit information effectively; to listen actively and to be assertive when required
- Interpersonal skills to empathise and effectively interact with people from diverse backgrounds
- Technology skills to use business equipment and software

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

### *Method of assessment:*

- Evidence gathered from the workplace environment
- Structured interviews
- Observations
- Written assignment
- Project
- Questioning
- Demonstration over a period of time to ensure consistency of performance

### *Context of assessment:*

Evidence must include observation of performance in the work environment or in a simulated work setting

## **UNIT CHCES405A**

## **Monitor service performance in a purchaser/provider relationship with government**

### **Unit Descriptor**

This unit covers the monitoring of the activities of an individual or group delivering employment services, to ensure compliance with government contractual requirements.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

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|--|-----|--|
| 1. Participate in planning service delivery so that contractual requirements are met | 1.1 | Contractual requirements related to service delivery are analysed                            |
|  | 1.2 | Key activities to deliver services in accordance with contract are determined                |
|  | 1.3 | Resources are allocated so that contractual requirements are met                             |
|  | 1.4 | Input is provided to service delivery plans and policies                                     |
| 2. Monitor compliance with government contract                                       | 2.1 | Monitoring mechanisms and tools are developed and implemented                                |
|  | 2.2 | Monitoring program is established to meet contractual and organisational requirements        |
|  | 2.3 | Monitoring results are recorded  |
|  | 2.4 | Follow up action is taken, based on an analysis of the monitoring results                    |
| 3. Coordinate audit preparation  | 3.1 | Records and documentation required for audit are identified and made available to government |
|  | 3.2 | Potential audit concerns are notified to management  |

## RANGE STATEMENT

*Government includes:*

- Federal
- State
- Local

*Contracts include:*

- Contracts to deliver employment services entered into with government.

*Contractual requirements include, but are not limited to:*

- Types of contracted services/ business streams
- Service delivery methods
- Standards for documentation/ record keeping and for management of information
- Performance requirements (quantitative and qualitative), performance milestones
- Performance analysis methods, including audit processes
- Legislation relevant to delivery of employment services
- Codes of Conduct/ Practice
- Duty of Care provisions
- Conflicts of interest
- Fees, payment processes and schedules; payable and non payable outcomes
- Fraud prevention measures
- Contract dispute processes
- Penalties and implications of non-compliance with contractual requirements

*Relevant legislation relates to, but is not limited to:*

- Privacy Act
- Trade Practices Act
- Social Security Act
- Disability Services Act
- Employment Agents Act
- Federal legislation that addresses discrimination, eg Disability Discrimination Act, Race Discrimination Act, Sex Discrimination Act
- State legislation relating to Anti-Discrimination
- Financial Management and Accountability Act
- Crimes Act

## RANGE STATEMENT

- Corporations law
- Archives Act
- Freedom of Information
- Workplace Relations Act
- Human Rights and Equal Opportunity
- Occupational Health and Safety

*Monitoring mechanisms can include, but are not limited to:*

- Records and reports of work achievements against performance standards and measures
- Internal audit processes
- Regularly scheduled statistical monitoring of performance using organisational information systems
- Random checking of files and other documentation, both hard copy and electronic
- Customer surveys/ follow up
- Complaint registers

*Follow up action to address performance shortfalls may include, but are not limited to:*

- Strategies in accordance with work group business and performance improvement plans
- Quality and continuous improvement processes of the organisation
- Skill and knowledge development of individuals and groups
- Process improvement strategies
- Clarification of roles and performance expectations relating to individuals and groups
- Team effectiveness improvement measures
- Communication improvement strategies

*Government audit requirements may include access to the following, but are not limited to:*

- Case files, hard copy and electronic
- Client and employer records of all types
- Complaints register and policy
- Client feedback processes
- Information on record management
- Details of assistance provided to clients and employer
- Claim records
- Fraud prevention processes

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Demonstrates an understanding of the relevance of key contractual requirements to own role and responsibilities, and those of the work group
- Compliance with the contract is monitored via a range of appropriate methods
- Plans, processes and procedures are adjusted to improve performance against key contractual requirements
- Demonstrates an understanding of government audit processes and requirements

*Essential knowledge required includes:*

- Contractual requirements
- Codes of Conduct/ Practice
- Organisational policies and procedures pertaining to contract compliance
- Relevant legislation
- The principles of anti-discrimination, duty of care, ethical behaviour, natural justice
- Implications for organisation and self of non compliance with contractual requirements
- Negotiation skills and dispute resolution
- Performance monitoring and quality assurance processes and benchmarking

*Essential skills required include:*

- Skills to access contractual documentation and relevant organisational policies and procedures
- Oral communication skills (language competence) required to liaise with stakeholders and members of work group, to provide and elicit information from clients and employers, and to report on potential instances of non compliance
- Written communication skills (literacy competence) ranging from reading and understanding contracts and organisational policies and procedures to preparing case notes, documenting needs/ requirements of clients and employers, to preparing correspondence, reports and business documents.

## EVIDENCE GUIDE

- Interpersonal skills required include working with others, displaying empathy with clients and an ability to relate to persons from diverse backgrounds and with a wide range of barriers to employment.
- Problem solving skills required include an ability to use available resources, analyse information and make decisions to improve service delivery that reflect an understanding of contractual requirements
- Planning skills to ensure service delivery arrangements meet contractual requirements, to allocate resources effectively and to monitor achievement of plans
- Organisational skills to present files and information for government audit staff
- Technology skills to use business equipment and software

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

### *Method of assessment:*

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

### *Context of assessment:*

Evidence must include observation of performance in the work environment or in a simulated work setting





## UNIT CHCES406A Provide job search support

### Unit Descriptor

This unit describes the competencies required to work with clients to assist them to secure employment opportunities.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Initiate contact with the client                         | 1.1 Client interview arrangements are made<br>1.2 Client is greeted and rapport is established<br>1.3 The expectations of the client are clarified<br>1.4 The role of the worker, the scope of the service and client eligibility for the service offered by the organisation is explained<br>1.5 The relationship of other relevant services and agencies is explained<br>1.6 The rights and responsibilities of the client are explained, including Activity Test or Case Based Funding responsibilities where applicable.<br>1.7 Client information is collected and documented in accordance with organisational procedures and any contractual requirements          |
| 2. Determine job readiness and establish vocational profile | 2.1 The client is interviewed or appropriate tools are used to establish the client's interests and experiences, education and employment history, and employment aspirations<br>2.2 The client's history and circumstances are reviewed to establish client's abilities, job readiness and individual/specific work requirements<br>2.3 The client is re-referred to appropriate services or agencies if not assessed as job ready or dedicated where applicable<br>2.4 Client motivation to seek employment is assessed and strategies to build motivation are identified and applied where appropriate<br>2.5 Additional information is sought or provided as required |
| 3. Assist client to use self-help facilities                | 3.1 Job search information and resources are identified for client self-administration and self-help  |

## ELEMENTS

## PERFORMANCE CRITERIA

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|--|------|--|
|  | 3.2  | The client is assisted to identify and use vacancy notification and advertised vacancy sources.  |
|  | 3.3  | The client is assisted to identify and use information resources providing job search advice   |
|  | 3.4  | The client is provided with appropriate guidance and support where any client self-assessment activities or instruments are made available |
|  | 3.5  | Modifications of any self-assessment instruments are made as required to match clients' language, cultural or other needs                  |
| 4. Provide job search support            | 4.1  | Strategies to assist the client into employment are identified   |
|  | 4.2  | The client is assisted to develop an action plan to seek and retain employment   |
|  | 4.3  | Support for the production or revision of a resume is provided.  |
|  | 4.4  | A program of job search training and support is developed and delivered to increase the client's ability to secure employment              |
|  | 4.5  | Client needs, expectations and experience are taken into account to ensure that job search support is appropriate                          |
|  | 4.6  | Current labour market conditions are analysed and related to job search training and support provided                                      |
|  | 4.7  | Information about employment conditions and training requirements is applied   |
|  | 4.8  | The range of support services able to be provided to the client by the organisation and other organisation are identified                  |
| 5. Provide Job Search Skills Development | 5.1  | Develop and update Job Portfolio   |
|  | 5.2  | Identifying job leads  |
|  | 5.3  | Maintain Job Search log  |
|  | 5.4  | Develop Job Application Letter writing skills  |
|  | 5.5  | Complete application forms   |
|  | 5.6  | Develop and maintain Resume/s  |
|  | 5.7  | Develop telephone techniques for Job Seeking   |
|  | 5.8  | Develop skills for preparing for Job interviews  |
|  | 5.9  | Interview skills development   |
|  | 5.10 | Maintain motivation while job seeking  |

## ELEMENTS

## PERFORMANCE CRITERIA

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|--------------------------------|--|
| 6. Monitor job search strategy | 6.1 The client's job search activity is monitored  |
|                                | 6.2 The client's job search strategies are reviewed to identify further possibilities for action   |
|                                | 6.3 Relevant organisational procedures are implemented to ensure the client is matched with appropriate vacancies  |
|                                | 6.4 The client's changing needs or circumstances are monitored and the client is considered for referral to other specialist agencies or services as appropriate |
|                                | 6.5 The effectiveness of support provided to the client is monitored and evaluated.  |
|                                | 6.6 The client is assisted to identify suitable vacancies relevant to their interests, abilities, experiences and training/education                             |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Assistance may include:*

- Counselling
- Motivation support
- Mentoring
- Use of assessment tools
- Provision of information services and resources
- Access to and support to use computers
- Training

*Information provided may take the form of:*

- Printed or published resources including published material, newsletters/circulars, leaflets/brochures
- Letter correspondence with clients
- Video and AV presentations
- Information available through the Internet
- Government vacancy databases and vacancy notification systems
- Recorded information on phone lines
- Data about employment/unemployment

*Modes of communication may include:*

- Individual or group sessions
- Informal communication to establish a relationship of trust
- Group presentations
- Communication via email, phone, or other means
- Training courses
- IT system-based client reporting and other transactions

*Job search strategies may include:*

- Preparation, review and/or revision of a resume or equivalent document
- Advice about strategies to find available jobs
- Advice about education and training prerequisites for employment
- Advice about how to write job applications and/or approach employers
- Advice about how to apply for a job
- Advice about how to do a job interview

## RANGE STATEMENT

*Organisational procedures may include:*

- Contractual requirements for information and record keeping
- Measures to protect client confidentiality
- Explanation to client of service standards
- Explanation of complaints process

*Clients may include:*

- Clients of Commonwealth-funded employment programs and services
- Clients of State-funded employment programs and services
- Referred and self-referred clients
- Young people
- Mature age people
- People from non English speaking backgrounds
- Indigenous people
- People with disabilities
- Sole parents or carers returning to work

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range of Variables, elements and performance criteria.

*Critical aspects of assessment:*

- Collecting relevant information to determine client's skills, experience, needs and interests
- Applying appropriate tools to establish a client vocational profile
- Supporting and building client motivation to seek and retain employment
- Demonstrating and imparting knowledge about job search strategies
- Applying current knowledge of the local employment market
- Providing accurate and relevant information about available vacancies
- Assessing the need of the client to be referred to a other services
- Assessing the ability to utilise audio visual equipment in job seeking skills delivery
- Demonstrating and imparting knowledge about the relationship between income support and Activity Test requirements and the respective roles of agencies such as Centrelink, employment assistance services and vacancy matching services

*Essential knowledge:*

- Activity Test requirements of the Social Security Act
- Local labour market conditions and employment opportunities
- Employer needs and requirements
- Job search strategies
- Training and other pathways to occupational areas
- Law and policy that impacts on employment
- Information resources and support networks available to people seeking employment
- Role and responsibilities of self and other staff in the organisation
- Clients' rights and responsibilities in the organisation

## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"><li>• Knowledge specific to working with people from culturally and linguistically diverse</li><li>• Backgrounds</li></ul>   |
| <i>Essential skills:</i>           | <ul style="list-style-type: none"><li>• Oral communication skills for individuals and group situations</li><li>• Non-judgemental approach to working with people</li><li>• Research skills to maintain currency of information</li><li>• Technology skills to use information systems</li><li>• Cultural sensitivity</li></ul> |
| <i>Resource implications:</i>      | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can take place; or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>   |
| <i>Consistency in performance:</i> | Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace   |
| <i>Context of assessment:</i>      | This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions   |





## UNIT CHCES501A

## Manage service delivery in a purchaser/provider relationship with government

### Unit Descriptor

This unit involves managing quality service delivery of a work group so that the requirements of a government contract are met.

### ELEMENT

### PERFORMANCE CRITERIA

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|---|---|
| 1. Establish co-operative working arrangements with government              | 1.1 Stakeholder needs are incorporated into service delivery strategies<br>1.2 Problems in meeting stakeholder needs are notified to purchasers<br>1.3 Negotiations are conducted to resolve difficult and complex issues related to service delivery and contractual compliance<br>1.4 Outcomes of issue resolution are documented and recorded to meet legal and audit requirements   |
| 2. Manage business performance against contractual performance requirements | 2.1 Contract milestone targets are calculated<br>2.2 Periodic regular measurement of target achievement is undertaken<br>2.3 Performance results are analysed to determine shortfalls or over achievement<br>2.4 Action is taken to resolve performance related issues  |
| 3. Manage service quality   | 3.1 Service quality standards are developed, implemented and measured<br>3.2 Client and employer satisfaction surveys are conducted<br>3.3 Complaints concerning service quality are investigated, documented and action taken to comply with ethical standards, service standards and contractual requirements<br>3.4 Organisational processes for continuous improvement are followed |
| 4. Report on contractual compliance   | 4.1 Complaints from internal and external stakeholders regarding incidents of non compliance by the work group are appropriately handled<br>4.2 Reports on levels of contractual compliance are prepared  |

## RANGE STATEMENT

|   |   |
|---|---|
| <i>Government includes:</i>   | <ul style="list-style-type: none"><li>• Federal</li><li>• State</li><li>• Local</li></ul>   |
| <i>Co-operative working arrangements may include, but are not limited to:</i>     | <ul style="list-style-type: none"><li>• Regular liaison with government on a range of contractual issues</li><li>• Cooperative resolution of any issues relating to contract</li><li>• Attendance at meetings of providers arranged by government purchaser and/or Centrelink</li><li>• Involvement in and contribution to surveys and studies arranged by government</li></ul>   |
| <i>Contracts include:</i>   | Contracts to deliver employment services entered into with government   |
| <i>Contractual requirements include, but are not limited to:</i>                  | <ul style="list-style-type: none"><li>• Types of contracted services/business streams</li><li>• Service delivery methods</li><li>• Standards for documentation/record keeping and for management of information</li><li>• Performance requirements (quantitative and qualitative), performance milestones</li><li>• Performance analysis methods, including audit processes</li><li>• Legislation relevant to delivery of employment services</li><li>• Codes of Conduct/Practice</li><li>• Duty of Care provisions</li><li>• Conflicts of interest</li><li>• Fees, payment processes and schedules; payable and non payable outcomes</li><li>• Fraud prevention measures</li><li>• Contract dispute processes</li><li>• Penalties and implications of non-compliance with contractual requirements</li></ul> |
| <i>Key business performance requirements may include, but are not limited to:</i> | <ul style="list-style-type: none"><li>• Any key performance indicators (KPIs) contained in a contract that may relate to specific contacted services; specific client groups and/ or may relate to quality of service delivery</li><li>• Percentages/numbers of outcomes achieved against contracted number of outcomes as at contract milestone dates</li></ul>  |

## RANGE STATEMENT

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Percentages/numbers of outcomes achieved for particular client groups (e.g. people unemployed for extended periods or those facing particular barriers)</li> <li>Percentages/numbers of outcomes where employment is sustained for a certain period</li> </ul>   |
| <i>Mechanisms to measure achievement of targets can include, but are not limited to:</i> | <ul style="list-style-type: none"> <li>Records and reports of work achievements against performance standards and measures</li> <li>Internal audit processes</li> <li>Regularly scheduled statistical monitoring of performance using organisational information systems</li> <li>Random checking of files and other documentation, both hard copy and electronic</li> </ul>  |
| <i>Action to resolve performance related issues can include, but is not limited to:</i>  | <ul style="list-style-type: none"> <li>Strategies in accordance with business and performance improvement plans</li> <li>Quality and continuous improvement processes of the organisation</li> <li>Skill and knowledge development of individuals and groups</li> <li>Process improvement strategies</li> <li>Reallocation of resources</li> <li>Clarification of roles and performance expectations relating to individuals and groups</li> <li>Team effectiveness improvement measures</li> <li>Communication improvement strategies</li> </ul> |
| <i>Legislation relates to, but is not limited to:</i>                                    | <ul style="list-style-type: none"> <li>Privacy Act</li> <li>Trade Practices Act</li> <li>Social Security Act</li> <li>Disability Services Act</li> <li>Employment Agents Act</li> <li>Federal legislation that addresses discrimination, e.g. Disability Discrimination Act, Race Discrimination Act, Sex Discrimination Act</li> <li>State legislation relating to Anti-Discrimination</li> <li>Financial Management and Accountability Act</li> <li>Crimes Act</li> <li>Corporations law</li> <li>Archives Act</li> </ul>                       |

## RANGE STATEMENT

- Freedom of Information
- Workplace Relations Act
- Human Rights and Equal Opportunity
- Occupational Health and Safety

*Key stakeholders are organisations and individuals, who may include, but are not limited to:*

- People in receipt of employment services (clients and employers)
- Organisations providing services under a government contract
- Federal, State and Local government departments and agencies
- Area Consultative Committees
- Community organisations
- Enterprise and Career Education Foundation (ECEP)
- Jobs Pathways providers
- Boards of Management
- Peak bodies
- Industry associations
- Employee associations

*Service standards may relate to, but are not limited to:*

- Customer service standards referring to key interaction points
- Documentation standards
- Data input
- Records management
- Complaint handling
- Confidentiality
- Standards may be written or oral

*Client and employer satisfaction surveys can relate to, but are not limited to:*

- Formal or informal surveys
- Those conducted by own organisation or by external experts
- Written or verbal surveys

*Organisational standards for ethical behaviour may relate to, but are not limited to:*

- Standards that are written or oral, stated or implied by the way the organisation conducts its business
- Avoidance of conflicts of interest
- Confidentiality of information
- Professional relationships

## RANGE STATEMENT

*Reports on contractual compliance can relate to, but are not limited to:*

- Reports on incidents and resultant action following complaints made direct to government purchaser
- Reports to organisation on potential and real incidences of non compliance, with details of follow up action taken and results

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Demonstrates an understanding of the needs of government stakeholders and can identify strategies to establish and maintain cooperative working relationships
- Demonstrates an understanding of the relevance of key contractual business performance and service quality requirements to own role and responsibilities, and those of the work group
- Compliance with these contract requirements is managed via a range of appropriate methods, including the development of service standards, and regularly obtaining stakeholder feedback
- Plans, processes and work practices are adjusted to improve performance against key contractual requirements
- Is able to resolve complaints and issues to the satisfaction of stakeholders, including dealing with challenging behaviours

*Essential knowledge required includes:*

- Contractual requirements
- Codes of Conduct/Practice
- Organisational policies and procedures pertaining to contract compliance
- Relevant legislation
- The principles of anti-discrimination, duty of care, ethical behaviour, natural justice
- Implications for organisation and self of non compliance with contractual requirements
- Performance monitoring and quality assurance processes and benchmarking
- Risk assessment and management

*Essential skills required include:*

- Skills to access contractual documentation and relevant organisational policies and procedures
- Oral communication skills (language competence) required to communicate plans, goals and ideas to work group and management; to liaise with stakeholders on a wide range of contractual matters; to negotiate, to be assertive, to provide and elicit information; to deal with complaints and issues and to report on potential and actual instances of non compliance

## EVIDENCE GUIDE

- Written communication skills (literacy competence) ranging from reading and understanding contracts and organisational policies and procedures to preparing plans, reports on business performance and contractual compliance, correspondence, and business documents.
- Numeracy skills to use and understand spreadsheets, calculate targets and monitor performance
- Interpersonal skills required include working with others, dealing with challenging behaviours and resistance, displaying empathy with clients and an ability to relate to persons from diverse backgrounds and with a wide range of barriers to employment.
- Negotiation skills and dispute resolution
- Problem solving skills required include an ability to use available resources, analyse information and make decisions to improve service delivery that reflect an understanding of contractual requirements
- Planning skills to ensure service delivery arrangements meet contractual requirements, to allocate resources effectively and to monitor achievement of plans
- Technology skills to use business equipment and software

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

### *Method of assessment:*

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

## EVIDENCE GUIDE

*Context of assessment:* Evidence must include observation of performance in the work environment or in a simulated work setting



## **UNIT CHCES502A Research and report on labour market information**

### **Unit Descriptor**

This unit involves the research and analysis of labour market information and its application to the management of the delivery of employment services.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Research labour market information                            | 1.1 Labour market information researched is relevant to the business priorities and operations of the organisation or work group   |
|  | 1.2 Appropriate research methods are used to identify and collect relevant information   |
|  | 1.3 Relevant, current and emerging labour market characteristics are identified  |
| 2. Analyse labour market information                             | 2.1 Labour market information is organised into appropriate formats  |
|  | 2.2 Criteria are developed and applied to identify target markets with business development potential                              |
|  | 2.3 Labour market information is analysed for opportunities and impacts upon current and future business operations and priorities |
| 3. Report on labour market information                           | 3.1 Labour market information is recorded in accordance with policies and processes of the organisation.                           |
|  | 3.2 Reports are prepared to disseminate labour market information and analysis   |
| 4. Apply knowledge of the labour market to management activities | 4.1 Labour market information is incorporated into individual and work group planning and activities                               |
|  | 4.2 Labour market information is used in the management of business and individual performance                                     |

## RANGE STATEMENT

*Labour markets can be defined by, but are not limited to:*

- Geographic location
- Client demographics
- Industry and industry sectors
- Occupation
- Seasonal factors
- Agricultural crops

*Labour market information includes, but is not limited to:*

- Information regarding industries and industry sectors (eg workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force)
- Information regarding occupations (eg prospects of employment, type of work undertaken, workforce size, hiring methods, conditions of employment, employer expectations of workers)
- Labour market trends
- Peak and trough periods in demand for labour/seasonality
- Areas of high employment and unemployment
- Current labour market conditions
- Business and economic forecasts
- Emerging labour market developments
- Industrial framework
- Services, products, business levels of competitors
- Other distinguishing characteristics

*Information sources include, but are not limited to:*

- Information available within the organisation
- Publications, industry journals, articles
- Internet websites
- Telephone directories
- Commercial databases of information relating to businesses and industries
- Australian Bureau of Statistics
- Federal and State government departments and agencies
- Workplace Agreements; information on Federal and State awards
- Visits to workplaces

## RANGE STATEMENT

- Business cards
- Professional associations
- Industry Associations
- Employee Associations
- Chambers of Commerce
- Grower Associations
- Newspapers. eg recruitment advertisements and articles
- Community organisations
- University and other research facilities

*Appropriate methods to gather information can include, but are not limited to:*

- Use of internet
- Surveys
- Client interviews
- Focus groups
- Individual research
- Questioning during marketing and networking activities
- Use of libraries
- Publications
- Attendance at meetings
- Networking
- Workplace visits
- Communication with colleagues and experts

*Current and emerging labour market characteristics can refer to, but are not limited to:*

- Volunteer workforce
- Casualisation of workforce
- Length of average working hours
- Contract employment
- Portability of skills
- Globalisation
- Impact of technology
- Lifelong learning
- Changing face of core skills
- Core vocational skills gained while at school
- Ageing population
- Transitional labour market programs

## RANGE STATEMENT

*Criteria to identify target markets include, but are not limited to:*

- Match of occupations represented with those registered with the organisation
- Industry growth
- Workforce size
- Staff turnover levels
- Potential to employ people with barriers to employment
- Location
- Hiring processes and patterns
- Internal human resource management capability of specific employers
- Use of competitors' services and products
- Accessibility (eg public transport) of specific employers or geographic areas
- Capability of the organisation to service the account

*Opportunities and impacts could result from, but are not limited to:*

- Openings/closures of large employers
- Retrenchments
- Changes in hiring processes and patterns
- Emergence of new industry sectors
- Development of geographic sites, eg industrial estates, retail precincts
- Expansion/changes in transport services
- Changes in availability and skill levels of workers
- Changes in government policy
- Emergence of competitors or changes to competitor products and services

*Reporting labour market information can utilise the following, but is not limited to:*

- Tables and charts
- Software applications
- Reports, written and verbal
- Hard copy files
- Presentations

## RANGE STATEMENT

*Organisational policies and processes may include:*

- Recording of information against client and employer files and database records
- Use of Contact Management Systems for employers
- Use of labour market information in business and strategic planning
- Preparation of regular reports on labour market intelligence and information

*Planning activities include, but are not limited to:*

- Business plans and forecasting
- Resource usage plans
- Promotional plans
- Sales plans
- Marketing plans
- Contact/ account management plans for employers

*Performance management uses of labour market information include, but are not limited to:*

- As a context and aid in setting and reviewing performance targets of individuals and work groups
- As a factor impacting upon the achievement of performance outcomes by individuals and work groups
- As an indicator of the need to reallocate resources

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Labour market data researched is relevant to business operations and priorities
- Labour market information has been analysed to determine opportunities and threats to current and future delivery of services
- Labour market information has been analysed to identify target markets that meet specified criteria
- Knowledge of labour market information is applied to planning and performance management

### *Essential knowledge required includes:*

- The composition and working of labour markets
- Understanding of characteristics and issues relating to labour markets on a national, state and local level
- Current and projected skills shortages
- Knowledge of workplace relations issues and legislation and awards

### *Essential skills required include:*

- Literacy and numeracy skills to research a variety of texts and statistical information; prepare reports based on labour market information and to enter the information into organisation's information systems
- Planning skills to organise information; set goals and targets; and plan and review activities and the allocation of resources
- Problem solving skills required include an ability to analyse information and deal with ambiguous information
- Oral and written communication skills to provide and elicit advice and information effectively
- Technology skills to use business equipment and software

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

## EVIDENCE GUIDE

*Method of assessment:*

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

*Context of assessment:*

Evidence must include observation of performance in the work environment or in a simulated work setting





## CHCFAM406A

## Engage and resource clients to improve their interpersonal relationships

### Unit Descriptor

This unit of competency describes the knowledge, skills and the application of these required to work with clients to empower them to improve their interpersonal relationships

Work can be with clients from diverse backgrounds and with diverse needs

It is a foundation unit and forms the basis of all work in the area of working in family relationship work in prevention and early intervention programs

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed in conjunction with the following related competency unit(s):

- CHCFAM407A Work effectively in relationship work

### Application

This competency unit applies to practitioners working in the relationship education sector

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |   |
|---|---|
| <p>1. Work within the context of relationship education</p> | <p>1.1 Identify the <i>relevant issues which can impact on clients and their relationships</i></p> <p>1.2 Apply <i>current theoretical frameworks, models and tools to relationship education</i></p> <p>1.3 Identify <i>specific issues relevant to working in relationship education</i> and use appropriate strategies to address these issues</p> <p>1.4 Work effectively with people from diverse <i>family structures</i> and backgrounds and with diverse <i>cultural, religious, community and familial obligations</i></p> |
|---|---|

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| Elements define the essential outcomes of a unit of competency.                        | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.  |
| 2. Work with clients to identify their interpersonal relationship needs                | <ul style="list-style-type: none"><li>2.1 Assist clients to identify <i>positive elements of their interpersonal relationships and relationship systems</i></li><li>2.2 Assist clients to identify their potential barriers to positive interpersonal relationships and relationship systems and understand <i>key issues for change</i> within their interpersonal relationships</li><li>2.3 Assist clients to recognise the impact of both negative and positive emotions on relationships</li><li>2.4 Assist clients to clarify the complexity of interpersonal relationship dynamics and issues impacting their interpersonal relationships</li></ul>                |
| 3. Work with the client to identify strategies to address relationship education needs | <ul style="list-style-type: none"><li>3.1 Identify appropriate services to assist clients to develop their interpersonal relationships</li><li>3.2 Recognise and respond to evidence of <i>contra-indications for access to services</i></li><li>3.3 Facilitate client access to services in accordance with organisation policy and procedures and within legislative requirements</li><li>3.4 Make referrals to appropriate organisations to address client needs in accordance with organisation policy, procedures and requirements</li><li>3.5 Monitor and review effectiveness of strategies in addressing client needs and <i>follow-up</i> as required</li></ul> |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Relevant issues which can impact on clients and their relationships
- How personal issues and problems such as alcoholism, gambling, mental health and other issues can potentially impact on the health and development of marriages, families and relationships
- Current theoretical frameworks, models and tools of relationship education practice
- Awareness of different theories regarding development of male and female identity, gender and potential impact of gender, roles and stereotyping on individuals and personal relationships
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships
- Dynamics of couples, parenting and parenting roles, stages of life-cycle and relationship cycles
- The importance of primary attachments in the lives of children
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on relationships
- Models of conflict resolution and mediation
- Diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact these can have on interpersonal relationships

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open and assertive manner
- Be aware and responsive to diverse groups of people who may challenge educator's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from clients
- Deal effectively with resistance in for example mandated clients or where one member of a couple or family is a reluctant client
- Regulate and respond to strong emotions in self and clients
- Maintain appropriate levels of confidentiality
- Recognise the diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact these can have on interpersonal relationships and work effectively with people from these diverse backgrounds
- Work with people of different learning abilities, numeracy, literacy and education levels
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Engage with and facilitate the relational/emotional system in couples and families in order to bring about positive change
- Employ appropriate models to assess and plan interventions to positively influence family functioning
- Deliver interventions in a way that works inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these. This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual.
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics in the context of relevant and current theoretical frameworks, models and tools for relationship education practice
- Conceptualise and hypothesise about complex interpersonal interactions for example power in relationships, abuse and conflict
- Apply knowledge of relationships and relationship education to work practice including the design, implementation and evaluation of relationship education programs

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Relevant issues which can impact on clients and their relationships* may include but are not limited to:

- Individual/personal issues
  - work/life balance
  - disability
  - beliefs, values, experiences, self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
- Health and lifestyle
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues:
  - sexuality, intimacy, trust, respect, love
  - affairs
  - separation, repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - domestic and family violence and abuse
  - conflict
  - finances and financial and budgeting decisions
  - recognition and acceptance of difference
- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - attachment
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - building resilience in children
  - step-parenting and blended families
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family
- Family of origin and multigenerational issues:
  - grandparenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism

*continued...*

## RANGE STATEMENT

*Relevant issues which can impact on clients and their relationships may include but are not limited to:*  
(contd ..)

- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereotyping
  - language
  - education, literacy, numeracy
- Socio-economic and political issues:
  - access to goods and services
  - poverty
- Critical societal events

## RANGE STATEMENT

*Current theoretical frameworks, models and tools of relationship education may include:*

- Examples of some theoretical frameworks are:
  - family systems theory
  - attachment theory
  - affect regulation
  - feminist theory
  - structural family therapy
  - family life-cycle theory
- Examples of models for working with families are:
  - theories of change, eg. Prochaska Diclemente
  - building strengths
  - solutions
  - social learning theory
  - educational
  - behavioural
  - family partnership
- Examples of tools are:
  - change triangle
  - genograms
  - family and couple map
  - Johari window
  - FACES/MACES
  - MYERSBRIGGS

*Specific issues relevant to working relationship education may include:*

- Working in relationship education in non-conventional forms, structures and contexts
- Working in rural service delivery settings with related issues such as additional complexities regarding practitioner's role in community, confidentiality, resources, dynamics between service users who may be known to each other, and dynamics between service users and practitioners
- Working in dedicated relationship early intervention and/or prevention programs or in programs where aspects of relationship work is embedded
- Working with individuals, couples, families either individually or in various groups

## RANGE STATEMENT

*Family structures* may include but are not limited to:

- Step families/blended families
- Adoptive families
- Foster families
- Chosen families (where people elect to live with people other than their nuclear family for example with the nuclear family of a friend)
- Same-sex parents/couples
- Nuclear families
- Extended families/multigenerational
- Single parent families

*Cultural, religious, community and familial obligations* may include:

- Gender entitlements or roles
- Immediate family
- Extended family
- Step family
- Financial, social, emotional or support obligations
- Celebrations
- Economic support
- Religious participation
- Domestic support
- Co-habitation and/or co-location
- Specified work and support
- Maintenance of language and cultural practices
- Carer responsibilities

*Positive elements of interpersonal relationships and relationship systems* may include but are not limited to:

- Trust
- Respect
- Open and honest communication
- Balance between needs of each person in the relationship and the needs of the relationship
- Clear boundaries and responsibilities
- Love
- Expectations of the relationship are met over time
- Fluid and able to change, grow and adapt to changes through life changes

*Key issues for change* may include:

- The application of generic theories and models of change, eg. Theory of change (Prochaska Diclemente)
- The application of models and theories of engagement and empowerment



## RANGE STATEMENT

*Contra-indications for access to services* may include but are not limited to:

- Where there is evidence of family domestic violence and or abuse
- Where there is evidence the relationship is very troubled and that it may benefit more appropriately from counselling
- Where literacy levels are too low
- Where there is evidence of severe mental illness

*Follow-up* may include:

- Evaluating client progress toward identified goals
- Ensuring client needs have been met and to provide additional referral where required

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills and application of this to engaging and resourcing clients to improve their interpersonal relationships
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to appropriately apply knowledge of relationship issues, theoretical frameworks and models of working in the area of relationship education when working with clients

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the ability to engage and resource clients to improve their interpersonal relationships
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM407A

## Work effectively in relationship work

### Unit Descriptor

This unit of competency describes the skills and knowledge required to work effectively within own bounds of professional practice in relationship work in a reflective and inclusive way

It is a foundation unit and forms the basis of all work in the area of working in family relationship work in prevention and early intervention programs

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed in conjunction with the following related competency unit(s):

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships

### Application

This competency unit applies to practitioners working in the relationship education sector

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

1. Work within bounds of professional practice

- 1.1 Identify service and *professional boundaries of practice*
- 1.2 Demonstrate understanding of differences between education, counselling and therapeutic practice
- 1.3 Operate within boundaries of professional practice and refer appropriately to *internal and external resources* where required

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |  |   |
|--|---|
| 2. Apply self-awareness to work practice | 2.1 Demonstrate awareness of personal values and attitudes regarding relationship work and own these <i>without imposing them on clients or groups</i> when planning and implementing work with clients |
|  | 2.2 Demonstrate <i>self-reflection</i> and application of learning from self-reflection when planning and implementing work with clients  |
|  | 2.3 Work inclusively and ethically and in accordance with access and equity principles  |
|  | 2.4 Monitor impact of work practice on own health and wellbeing and seek support as required  |
| 3. Receive supervision                   | 3.1 Demonstrate an understanding of the <i>role and importance of supervision</i> including the roles and responsibilities within the supervision relationship  |
|  | 3.2 Negotiate aims/ outcomes of <i>supervision</i> and approach supervision in a planned and prepared way   |
|  | 3.3 Reflect on own practice and recognise own strengths and challenges  |
|  | 3.4 Apply learning from supervision to work practice  |
|  | 3.5 Access supervision to provide practice support in <i>situations of risk or potential risk</i> to self, clients, their families, colleagues or others  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Knowledge and application of ethical behaviour and principles of equity and access
- Knowledge of legal parameters for working with service users experiencing sexual, physical and emotional abuse, and/or mental health issues
- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Appropriate sources or referrals and ways in which these can be accessed
- Organisation policy and procedures
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Roles and responsibilities within the supervision process

### *Essential skills:*

Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work as part of a team, including multi-disciplinary professional groups
- Give and receive critical and constructive feedback in a sensitive way
- Deal with conflict in an open, assertive and appropriate manner
- Managing positive and negative emotions in self and service users
- Work in an ethical, empathic and sensitive manner with people from diverse cultural, linguistic and religious backgrounds
- Work with people with different learning abilities, numeracy, literacy and education levels
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Maintain appropriate levels of confidentiality
- Reflect on ones own personal growth, relationships, values, beliefs, biases and experiences and apply a reflective practice framework
- Use one's own relating and social style in a professionally constructive way
- Set and maintain appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Manage own and others' expectations of self and program and work within program boundaries
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Professional boundaries of practice must include:*

- Working within an educational context and not in a counselling or therapeutic context
- Recognition of own limitations and expertise and remaining within these
- Referring appropriately where issues are beyond the scope of own professional training and experience
- Effectively monitoring the impact of work practice on own health and well-being
- Using support supervision effectively

*Internal and external resources to whom service users may be referred may include:*

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- Child Support Agency
- Family Magistrate Service
- Centrelink/Family Assistance Office
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, eg. Mensline/Lfeline
- Family Relationship Centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia



## RANGE STATEMENT

*Without imposing them on clients or groups must include:*

- Sensitive give and receive constructive feedback
- Effectively accommodating views, values and beliefs different to own and sensitively challenge where appropriate
- Effective use of appropriate self-disclosures

*Self-reflection may include:*

- Collection, collation and review of feedback from various sources including from clients, colleagues and supervisor
- Reflection on feedback to identify strengths and areas of practice where development and change are required
- Planning and implementing strategies to create opportunities for development and change in work practice
- Application of new learning and skill development into work practice
- Ongoing reflection and review of work practice

*Role and importance of supervision must include:*

- Ensuring responsibilities of clinical governance are met as part of the supervision process
- Ensure all legislative and organisation requirements are met in relation to the provision of supervision

*Supervision and reflection of work practice may include but is not limited to:*

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Video tapes of facilitation of groups
- Co- facilitation and reports from these
- Reflecting on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Undertaken through the development of an appropriate professional relationship
- Involve the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

## RANGE STATEMENT

*Situations of risk or potential risk may include:*

- Self harm or suicide
- Self-destructive behaviour
- Domestic and family violence
- Abuse

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively in relationship work through working within professional bounds of practice, demonstrating reflective practice and participating in supervision as the supervisee
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.
- Assessment must confirm sufficient ability to work effectively in relationship work

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the demonstration of working within own bounds of professional practice, participation in supervision as a supervisee, and the application of knowledge and skills developed through reflective practice
  - realistic simulations, projects, previous relevant experience or oral questioning on “what if?” scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate.
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English.
- Where the candidate has a disability, reasonable adjustment may be applied during assessment.
- Language and literacy demands of the assessment task should not be higher than those of the work role

## CHCFAM408A

## Undertake relationship and family work in the context of the agency and sector

### Unit Descriptor

This unit of competency describes the skills and knowledge required to meet the responsibilities of relationship practitioners within their agency, organisation and the relationship education sector

### Pre-/co-requisites

This unit should be assessed after or in conjunction with the following related competency unit(s):

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships
- CHCFAM407A Work effectively in relationship work

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This competency unit applies to practitioners working in the relationship education sector

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work effectively within agency/organisation context

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Demonstrate a basic working knowledge of the *current issues which impact on the sector*
- 1.2 Demonstrate an understanding of the organisation's function and own role in relation to this
- 1.3 Demonstrate an understanding of the *organisation's different programs*, their *objectives* and *key client groups* and how these programs relate to each other and programs delivered by other services
- 1.4 Identify and apply legislative, duty of care and organisation requirements in relation to all issues including mandatory reporting, domestic and family violence and child protection
- 1.5 Undertake all work according to *requirements and standards*

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |  |  |
|--|--|
| <p>2. Build and maintain networks with persons within own and with other organisations, referral sources and the broader community</p> | <p>2.1 Establish and maintain communication with relevant personnel in other organisations and within the community</p> <p>2.2 Share information about other agencies and organisations with co-workers and clients in an ethical manner</p> <p>2.3 Seek and utilise opportunities for collaboration with other agencies/organisations</p> <p>2.4 Establish contact with other <i>potential sources of client referral</i> to ensure they have up-to-date information on programs provided by the agency/organisation</p> <p>2.5 Demonstrate sensitivity to issues of confidentiality in all aspects of work, including when engaged in contact with referral base</p> |
| <p>3. Work collaboratively within teams</p>  | <p>3.1 Identify goals and tasks of the team</p> <p>3.2 Provide constructive and timely feedback to other team members</p> <p>3.3 Contribute to activities associated with the goals/tasks of the team</p> <p>3.4 Share information and ideas with other team members in a manner which supports the work of the team and the mission/goals of the agency/organisation</p>  |
| <p>4. Collect, store, maintain and report on organisation information</p>  | <p>4.1 Collect, collate and store <i>information</i> in accordance with organisation requirements</p> <p>4.2 Report information in accordance with organisation requirements</p> <p>4.3 Provide access to information to appropriate individuals and organisations</p> <p>4.3 Maintain confidentiality and security of information</p> <p>4.4 Report breaches of confidentiality in accordance with organisation and legislative requirements</p>  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Basic understanding of the current issues which impact on the sector
- Own agency/organisation's history, mission, goals, philosophy and policies and own role in relation to these
- The role and function of other agencies in relation to own agency
- Own and other agencies'/organisations' service activities
- Basic understanding of the relevant legal statutes and legislative requirements, eg. Marriage Act, Family Law Act, Church Law, domestic and family violence legislation, Professional Codes of Ethics, Freedom of Information Act
- Own administration policies and procedures
- Data collection, collation and reporting requirements
- Taking and maintaining case notes
- Referral procedures for own and other agencies
- Appropriate contacts within other agencies and programs

### *Essential skills:*

Ability to:

- Work collaboratively and effectively with diverse groups of professional colleagues including working effectively as part of a team
- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work effectively within own role within an agency/organisation context and within the program bounds
- Apply high standards of confidentiality to all work
- Work with empathy in a sensitive and non-judgemental way
- Deal with conflict in an open, assertive and appropriate manner
- Collect and store organisation information
- Report on organisation and program activities and outcomes

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Current issues which can impact on the sector may include but are not limited to:*

- Funding structures, models and constraints
- Interagency collaboration
- Community capacity building approaches
- Emerging societal trends
- Changes to relevant legislation
- Current and emerging theoretical frameworks and models of working

*Organisation's programs, may include:*

- Dedicated relationship education programs
- Embedded programs addressing broader issues and containing elements of relationship and personal development
- Programs targeting specific client groups
- Programs targeting specific issues within the community or issues for specific client groups
- One off programs
- Extended programs over many weeks or months

*Program objectives may include:*

- Provision of information
- Skill development
- Behavioural change
- Enhancement of interpersonal relationships
- Affective
- Cognitive
- Psychomotor
- A combination of any or all of these objectives

*Key client groups may include:*

- Women/mothers
- Men/fathers
- Couples
- Families
- Adolescents
- People from diverse backgrounds including those from culturally, linguistically, religiously, and learning ability different backgrounds



## RANGE STATEMENT

*Requirements and standards may include:*

- Organisation requirements
- Accepted ethical standards
- Legislative and duty of care requirements including fulfilling specific obligations in relation to completing mandatory training in issues relating to child abuse and domestic and family violence
- Organisation's policies and procedures
- Organisation or professional codes of conduct and ethical practice
- Organisation's mission and goals

*Potential sources of client referral may include:*

- Clergy, civil marriage celebrants
- Other providers of marriage, family and relationship service activities
- Organisations and other government authorities, eg. Family Law Court, hospitals, schools

*Information may include:*

- Case notes for service users
- Statistics and information on use of service and profiles of service users
- Evaluations from programs
- Programs resources, promotion material
- Data requirements for reporting to funders

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills and application of this to work practice
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively in relationship and family work within an agency and the sector

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the ability to work effectively within an agency and within the relationship sector
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## **CHCFAM409A**

## **Work with men**

### **Unit Descriptor**

This unit of competency describes the skills and knowledge required work with men in a group setting to facilitate education, skill and knowledge development and support processes

### **Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### **Pre-/co-requisites**

This unit should be assessed after or in conjunction with the following related competency unit:

- CHCGROUP3C Plan and conduct group activities

### **Application**

This competency unit applies to practitioners working in the relationship education sector

The actual setting for the skill and or knowledge development could be an activity based program targeting men and the education and support outcomes may be a bi-product of the activity

It applies to the facilitation of a men's group designed to educate and support men in a range of issues such as parenting, separation, communication

It is based upon principles of group work facilitation but may also take an activity based approach and incorporates a gender specific application that is specifically working with men

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.   |
| 1. Describe issues facing men in today's society                | <p>1.1 Demonstrate understanding of the range of <i>theoretical frameworks</i> that can be used to consider men's and father's roles</p> <p>1.2 Describe how the community and society views men's roles, <i>the influences on the changes to men's roles</i> over time and the implications of these changes</p> <p>1.3 Identify specific needs and characteristics of men/fatherhood and women/motherhood</p> <p>1.4 Identify <i>issues relating to men and women</i></p> <p>1.5 Identify <i>support services, networks and sources of additional information</i> available to target group</p> <p>1.6 Identify influences of socialisation on men's communication and behaviour</p>  |
| 2. Engage men's participation                                   | <p>2.1 Actively engage men from a <i>range of backgrounds</i> in group and program processes</p> <p>2.2 Identify <i>barriers to men's participation</i> in <i>programs</i> or activities and address where possible</p> <p>2.3 Identify individual strengths and challenges of group participants</p> <p>2.4 Identify and apply appropriate behaviour, ways of being, group rules, ways of communicating for men's groups</p> <p>2.5 Encourage positive and effective communication and listening skills and model in all interactions</p> <p>2.6 Manage group processes to balance individual and group needs to maintain group focus</p> <p>2.7 Facilitate the development of support mechanisms between participants to encourage shared learning and networks</p> |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

### 3. Identify and address presenting issues

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 3.1 Encourage men to identify issues affecting them or areas where they would like to pursue skill development or more information
- 3.2 Identify *issues* and/or areas where men are seeking additional information, skills, strategies, tools which present in the group
- 3.3 Demonstrate relevant knowledge of presenting issues or topics, particularly focusing on but not limited to male related perspectives
- 3.4 Identify and implement *strategies* for addressing presenting issues
- 3.5 Follow-up on issues presented by participants

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Good understanding of and ability to articulate issues facing women and men today
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Understanding of positive fathering and step fathering models
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships
- Information resources and relevant local services including networks and support systems available to men and fathers
- Characteristics of target group/s and strategies for engaging them
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Principles and practice of conflict resolution
- Potential barriers to client groups' participation and achievement of desired outcomes
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships



## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Engage men in group processes and discussions
- Apply group work skills including effective communication, coaching, mentoring, role playing, developing effective 'I' statements, reframing, in an all male context
- Facilitate opportunistic learning and link learning and skill development within the program to wider life experiences
- Facilitate links between participants and promote the development of a 'learning community' within participants in the group
- Work with men in a non-threatening way
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with men and dealing with issues relevant to men
- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Effectively manage time
- Deal with conflict in an open, assertive and appropriate manner
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Affirm and acknowledge participant experience including empathising with the experiences of men, normalising where appropriate and sensitively challenging where required
- Give and receive constructive feedback in a sensitive way
- Establish and maintain boundaries of practice with program participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Theoretical frameworks may include:*

- Recognition that masculinity and ‘male role/s’ varies between cultures, over time in a given culture and within a culture at any point in time
- In addition to the hegemonic or ‘culturally authoritative’ male role in any given culture at any given time, there can be a range of identifiable non-dominant forms
- Masculinity and the importance of masculinity to a sense of identity is as unique and varied as there are men
- A consideration of gender and power issues
- Theoretical frameworks which view the nature of men as fixed
- Theoretical frameworks which view the nature of men as dynamic, learned and changeable
- Attachment theory
- Family systems theory
- Feminist theory (and critiques of feminist theory)
- Family life-cycle theory
- Generative fatherhood
- Evolutionary psychology
- Neurobiology
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children’s lives
- Recognition that parenting is a practice and not a biological function. Fathers may be:
  - birth fathers
  - step fathers
  - foster fathers
  - non-biological fathers
  - uncles
  - grandfathers
  - carers

## RANGE STATEMENT

*Influences on the changes to men's roles may include:*

- Changes to work patterns
- Increased parenting responsibilities
- Where men become primary care givers through choice or circumstance
- Separated or single parenting
- Increased demands on relationships
- Expectations of children
- Social expectations
- Financial or job security
- Domestic responsibilities
- Step families
- Grandparents raising grandchildren

*Issues relating to men and women may include:*

- Feminist theory (and critiques of feminist theory)
- Gender and power issues
- Hierarchies of power
- Hegemonic masculinity and other masculinities and male identity
- Masculine and feminine codes of conduct
- Masculine and feminine communication styles
- Use of appropriate language including:
  - gender specific language
  - using positive terminology that builds on the strengths of men
  - language that is respectful of all stakeholders relevant to discussions

## RANGE STATEMENT

*Support services, networks and sources of additional information may include:*

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- Child Support Agency
- Family Relationship Centres
- Family Magistrate Service
- Family Court of Australia
- Mediation centres
- Centrelink/Family Assistance Office
- Australian Taxation Office
- Family Court of Australia
- Legal aid
- Phone support services, eg. Mensline/Lifeline
- Websites for example MENDS and Parenting Children
- Housing/accommodation services
- Stepfamily Association of Australia

*Range of backgrounds may include:*

- Cultural
- Linguistic
- Religious
- Language
- Learning abilities and educational levels
- Separated fathers
- Step fathers
- Different age groups
- Employment situations
- Socio-economic situations
- Locations

## RANGE STATEMENT

*Barriers to men's participation may include:*

- Resistance to seeking and receiving help
- Work time conflicts
- Lack of access or comfort with host services and facilities
- Structural barriers of family, transport
- Loss of or lack of self-confidence, self-worth
- Child care responsibilities
- A perception in society and between men that men don't cry, are strong, in control and don't need help
- A perception in society and between men that men manage by themselves
- Men often adhere to set masculine codes of conduct (mateship, hierarchy, discriminating against experiencing and expressing specific emotions)

*Programs may include:*

- Specific programs run for men to facilitate their education and skill development and to provide support
- Activity based programs for example fathers and child/children's surf clinic, sporting competitions, games nights, guest speakers at social or sporting clubs, programs delivered in work places, offered in prisons, on building sites, do it yourself nights/courses, sports clinics, tax information nights for recently separated men, play groups

*Issues may include:*

- Life-cycle issues for example aging, retirement
- Relationship cycle issues:
  - marriage, living together
  - transition from a couple to a family, father
  - fathering, step-fathering
- Separation:
  - isolation
  - financial hardship
  - anger, anxiety, depression
  - loss and grief
  - pride/shame
  - communication and relationship with ex-partner
  - care and contact issues
  - changes in parenting role conflict between being a good father and limited physical contact relationship with ex-partner
  - alternative housing requirements

*continued ...*

## RANGE STATEMENT

*Issues may include (contd):*

- Family issues and themes and legacies
  - parenting and transitions from partners to parents
  - attachment
  - early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - conflict between being a 'good father' and competing demands and limited resources
  - building resilience in children
  - step-parenting and blended families and instant 'fatherhood' through marriage
  - care and contact issues
  - influences of extended family and friends
  - parenting in same sex relationships
- Effects on children of any and all issues impacting on couple and family
- Unemployment
- Relationship with partner
- Health and illness
- Alcohol and other drugs, mental illness, self-destructive behaviour
- The importance of health, diet, exercise, care of self
- Loss of power/control over aspects of own life
- Domestic and family violence both for users and survivors
- Relationship conflict and breakdown
- The importance of men and women in the community supporting children to become great adults including supporting boys to become great men

*Strategies for addressing issues may include:*

- Identify who has influence over the issue and work with that person to address the issue
- Refer or seek additional support and assistance
- Provide additional information
- Identify existing strengths and resources which can be used to address the issue
- Work through issue to diffuse impact

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with men
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.
- Assessment must confirm sufficient ability to work effectively with men

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through working with men
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM411A

## Engage fathers into family based programs

### Unit Descriptor

This unit of competency describes the skills and knowledge required by relationship practitioners to engage productively with fathers through existing services and in the course of their practice and to work inclusively and appropriately engage with fathers

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after achievement of the following related competency unit(s):

- CHCFAM407A Work effectively in relationship work
- CHCGROUP3C Plan and conduct group activities

### Application

This competency unit applies to practitioners working in the relationship education sector

Skills required include the design, development, promotion and delivery of father inclusive programs and father inclusive practice by the practitioner

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work with fathers to increase their engagement in their children's lives

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Identify potential *roles and impact of fathers* in their children/s lives
- 1.2 Demonstrate understanding and value of the different ways fathers can perceive their roles in their children's lives
- 1.3 Clarify fathers' aspirations for the well being of their child/children and the *experience, knowledge and skills* they can contribute to this well-being
- 1.4 Work with fathers to develop their *capacity to positively engage with their child/children*

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |   |
|---|---|
| 2. Develop and use father inclusive practice, policies, processes, and programs | 2.1 Analyse <i>elements of own practice</i> to identify communication styles which are father inclusive and those which are not father inclusive  |
|   | 2.2 Foster father inclusive practice in own practice  |
|   | 2.3 Identify and promote opportunities for improving father inclusive aspects of the organisation, its policies, processes and programs   |
|   | 2.4 Deliver <i>programs</i> where the structure, content, format and language are appropriate to fathers as participants  |
|   | 2.5 Deliver programs in a way which is at all times respectful and values the role and importance of fathers and mothers in their children's lives  |
| 3. Promote programs to fathers  | 3.1 Identify the target group for program including the target group of men   |
|   | 3.2 Identify <i>key characteristics</i> of target group and the impact they may have on engagement of target groups including promotion of program, accessibility to program and appropriateness of venue, format and timings |
|   | 3.3 Design and develop <i>appropriate father inclusive programs</i> for target group  |
|   | 3.4 Use <i>appropriate methods to promote programs</i> to target group  |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

### 4. Engage with fathers using father inclusive practice

- 4.1 Approach fathers as partners in change with respect for their experience, gifts and capacities as fathers
- 4.2 Assess fathers' access to high quality family services to ensure equity and fairness regardless of income, employment status, special educational needs or cultural or linguistic background
- 4.3 Utilise a strengths based approach to female and male staff capacities for working with fathers
- 4.4 Work effectively as part of a mixed gender workforce
- 4.5 Assist fathers to overcome any personal, community and/or societal barriers that may prevent them from becoming positive fathers
- 4.6 Work in partnership with fathers to develop their knowledge, skills and abilities and to help fathers choose a positive role with their children while recognising and respecting the role of mothers
- 4.7 Contribute to the effective monitoring and evaluation of father involvement

### 5. Evaluate programs and reflect on own practice from a father inclusive perspective

- 5.1 Seek feedback from colleagues and clients including fathers, regarding the program and own practice in relation to father inclusive appropriateness
- 5.2 Identify aspects of the program and own practice where father inclusive practice could be strengthened
- 5.3 Incorporate improved father inclusive practice into the design, development and delivery of future program and own practice

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Knowledge of fathers and stepfathers drawn from experience with a wide range of people including fathers and stepfathers from different socioeconomic backgrounds. Knowledge of the similarities and differences in the experiences that a range of people face
- Good working knowledge of relevant topics and issues for fathers, stepfathers, parents, children and families
- Knowledge of the agencies and services that are appropriate to fathers and stepfathers
- Knowledge of the importance of fathers and stepfathers in children's lives
- Knowledge of child development, including physical, emotional, psychological and cognitive development needs and the impact of fathers and mothers and family life on child development
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Knowledge of the difficulties for children in living with step parents and in step families

### *Essential skills:*

Ability to:

- Critically reflect own practice in relation to father inclusive practices
- Critically examine the organisation's structures and processes to identify areas where a more father inclusive approach can be adopted
- Promote father inclusive practise to colleagues within own agency and in other agencies
- Model effective, respectful and inclusive communication skills including appropriate verbal and non-verbal communication, listening, empathic responding, paraphrasing, summarising, questioning, models of conflict resolution, assertiveness, tact and sensitivity when working with men
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Roles and impact of fathers may include but is not limited to:*

- Fathering and the roles of fathers are as unique and varied as there are fathers
- Fathers can bring with them a range of fathering roles both conceptually and in practice
- Recognition of a number of theoretical frameworks regarding roles for men and their potential impact on roles as fathers
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function. Fathers may be:
  - birth fathers
  - step fathers
  - foster fathers
  - non-biological fathers
  - uncles
  - grandfathers
  - carers
- Fathering includes the establishment of a relationship between the father and child
- Where fathers/a father figure play/s an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls

## RANGE STATEMENT

*Experience, knowledge and skills fathers bring to their fathering may include:*

- The ability and will to commit to the physical and ongoing support that a father provides and the involvement with the child/children throughout their lives
- The capacity to make day to day decisions for the child/children that meet the children's needs
- The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth
- The ability to change and adapt as children grow older and the fathers mature in their relationship with their children
- The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being
- The ability to form lasting and healthy attachments with their children which can grow and change over time
- The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally

*Capacity to positively engage with their child/children may include:*

- Building on existing experience, knowledge and skills
- Enhancing understanding of developmental needs of children including social, emotional, cognitive, physical and psychological
- Identifying ways fathers can actively contribute to the developmental needs of child/children
- Valuing the establishment and maintenance of positive relationships with child/children
- Identification of factors which can negatively impact on the establishment and maintenance of positive relationships with child/children including self limiting concepts that may hold men back from achieving their full potential as fathers

## RANGE STATEMENT

*Elements of own practice which are father inclusive may include:*

- A genuine and expressed belief in the importance of the role of father's in their children's lives while still valuing the importance of the mother in their child/children's lives
- Recognition of the responsibility both mothers and fathers to adopt a child focussed approach
- A genuine and expressed belief in the experience, skills and knowledge father's bring to fathering
- Language and communication styles acceptable to men
- Ability to readily establish credibility as a reliable source of information regarding their child and their child's needs and welfare

*Programs may include:*

- Programs specifically targeting fathers, stepfathers and male carers for example programs designed to provide tips and hints on fathering, toddler taming, preparing for fatherhood, fatherhood post-separation, father evenings at pre-schools
- Activity based programs for example, father and child surf clinics, music competitions, father photo competitions, play groups for fathers and children, information sessions on tax and fathers
- Programs which leverage off established community organisations/events, for example, sausage sizzles at local sporting clubs with a guest speaker on 'fathering' or children and that sport
- Programs for parents and families and/or stepfamilies
- Programs for specific client groups for example, for prisoners and/or their partners
- Programs designed to work individually with clients who are fathers

*Key characteristics which may impact on engagement may include:*

- Culture, age, employment, values, confidence, re-partnering, access to structural supports for example child care, transport

## RANGE STATEMENT

*Appropriate father inclusive programs may include:*

- Programs with an emphasis on providing tips, tools, strategies and information not on providing help, support or counselling
- Programs which operate from a strengths based perspective which recognises and values a client's ability to deal with their lives and issues within their lives and relationships and values the skills, knowledge, attributes and experiences fathers bring to these fathering
- Programs that negotiate issues of work or other time commitments including child care responsibilities and are run at times that fit with these other commitments

*Appropriate methods to promote programs may include:*

- Using referral networks
- Development of father appropriate publicity or advertising material
- Working with key members of community or other organisations



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with fathers and engaging them into specific programs and existing programs
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with fathers through the use of father inclusive practice and through the delivery of father inclusive programs

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through application of father inclusive practice whilst delivering father inclusive programs
  - realistic simulations, projects, previous relevant experience or oral questioning on “what if?” scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

## **CHCFAM412A**

## **Work with women**

### **Unit Descriptor**

This unit covers the skills and knowledge required to work with women in a group setting to facilitate educational and support processes on a range of issues such as parenting, separation, rebuilding relationships, self-esteem and communication

### **Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### **Pre-/co-requisites**

This unit should be assessed after achievement of the following related competency unit(s):

- CHCGROUP3C Plan and conduct group activities

### **Application**

This competency unit applies to practitioners working in the relationship education sector

It is based upon principles of group work facilitation, presentation and adult education principles and incorporates a gender specific application requiring demonstration of competence applying women and mother inclusive practice

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |   |
|---|---|
| <p>1. Describe issues facing women in today's society</p> | <p>1.1 Describe the <i>changing roles of men and women including changes to roles of mothering and fathering</i> in society and the implications of these changes</p> <p>1.2 Describe concepts of motherhood and stereotypes of mothers</p> <p>1.3 Describe <i>gender and power</i> issues relating to men and women</p> <p>1.4 Identify specific needs and characteristics of <i>target groups</i> and <i>issues which may impact on them and their interpersonal relationships</i></p> <p>1.5 Clarify purpose of women's group</p> <p>1.6 Identify <i>support services and networks</i> available to target group</p> <p>1.7 Identify influences of socialisation on women's communication and behaviour</p> <p>1.8 Identify <i>barriers to women's participation</i> in groups</p> |
| <p>2. Engage women's participation</p>                    | <p>2.1 Use <i>appropriate language</i> to facilitate participation</p> <p>2.2 Identify individual strengths and challenges of group participants</p> <p>2.3 Recognise the experience, gifts and capacities and aspirations mothers bring to their situation</p> <p>2.4 Actively engage women from a range of backgrounds in group processes</p> <p>2.5 Manage discussions to keep group processes relevant to the issues faced by women</p> <p>2.6 Model positive and effective communication and listening skills and encourage these in all interactions</p> <p>2.7 Manage individual and group needs to balance participation</p>  |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

### 3. Identify and address presenting issues

- 3.1 Identify issues which present in the group
- 3.2 Describe and implement *strategies* for addressing presenting issues
- 3.3 Demonstrate relevant knowledge of presenting issues, particularly focusing on but not limited to female related issues
- 3.4 Encourage women to identify issues affecting them
- 3.5 Identify issues presented by participants which require follow up

### 4 Reflect on practice to ensure women and mother inclusive practice

- 4.1 Seek feedback from colleagues and clients and through supervision regarding own practice in relation to women and mother inclusive practice
- 4.2 Reflect on own work practice including communication styles to identify areas where women and mother inclusive practice can be strengthened
- 4.3 Incorporate improved women and mother inclusive practice into future engagement with women and mothers

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Good understanding of and ability to articulate issues facing women and men today
- Good understanding of and ability to articulate the changing role of men and women
- Awareness of different theories regarding gender and potential impact of gender, roles and stereotyping on personal relationships
- Good understanding of characteristics of positive mothering and step-mothering
- Good working knowledge of appropriate support services and networks for women
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships
- Dynamics of interpersonal relationships, parenting and parenting roles, stages of life-cycle and relationship cycles
- How personal issues and problems such as alcoholism, gambling, mental health and other issues can potentially impact on the health and development of women and relationships
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on women and relationships
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Models of conflict resolution and mediation
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships
- Understanding of a wide range of client groups and cultural diversity

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with women
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Deal with conflict in an open, assertive and appropriate manner
- Establish and maintain boundaries of practice with program participants
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these. This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual.
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients' context and dynamics
- Conceptualise and hypothesise about complex interpersonal interactions for example power in relationships, abuse and conflict
- Apply knowledge of relationships and relationship education to work practice including the design, implementation and evaluation of relationship education programs
- De-mystify and normalise key interpersonal relationship issues for clients

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Changing role of men and women including changes to roles of mothering and fathering may include:*

- Changes to work patterns
- Increased parenting responsibilities
- Separated or single parenting
- Step families
- Raising grandchildren
- Increased demands on relationships
- Expectations of children
- Social expectations
- Financial or job security
- Domestic responsibilities
- Recognition of the impact on identity that motherhood has on women and fatherhood has on men
- Recognition of the roles mothers and fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function. Fathers and mothers may be:
  - birth fathers/mothers
  - step fathers/mothers
  - foster fathers/mothers
  - non-biological fathers/mothers
  - uncles/aunts
  - grandfathers/grandmothers
  - carers

*Gender and power issues may include:*

- Power imbalances between men and women
- Hierarchies of power – assumptions about male and female roles
- Mother blaming
- Masculine and feminine codes of conduct
- Masculine and feminine communication styles



## RANGE STATEMENT

*Target groups may include:*

- Different backgrounds
- Separated mothers
- Biological mothers in step families
- Step mothers
- Foster mothers
- Different age groups
- Employment situations
- Socio-economic situations
- Locations
- New mothers
- Mothers who are not the primary care givers

## RANGE STATEMENT

*Issues which can impact on target group and affect their inter-relationships may include:*

- Individual/personal issues
  - work/life balance
  - disability
  - beliefs, values, experiences
  - being single
  - self-esteem
  - body image
  - loss of power
  - pride/shame
  - guilt
  - anger
  - self-expression
  - grief and loss
  - aloneness and isolation
  - aging
  - unemployment
  - identity
- Health and lifestyle
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation and loss of family structure
  - relationship with partner/ex-partner
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict
  - recognition and acceptance of difference

*continued ...*

## RANGE STATEMENT

*Issues which can impact on target group and affect their inter-relationships may include (contd):*

- Family issues and themes and legacies
  - parenting and transitions from partners to parents
  - attachment
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - conflict between being a 'good mother' and competing demands and limited resources
  - building resilience in children
  - step-parenting and blended families and instant 'motherhood' through marriage
  - care and contact issues
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family
- Family of origin and multigenerational issues:
  - grandparenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage
  - birth of first and subsequent child/children
  - aging/retirement
  - death of parent/partner
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce
  - family court proceedings and interaction with the family law system
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy

*continued ...*

## RANGE STATEMENT

*Issues which can impact on target group and affect their inter-relationships may include (contd):*

- Socio-economic and political issues
  - access to goods and services
  - access to housing
  - poverty/financial hardship
  - Critical societal events

*Support services and networks may include:*

- Community services
- Legal support
- Internet, reading materials
- Medical or health facilities
- Women's groups or trainings

*Barriers to women's participation in groups may include:*

- Economic
- Acceptance of group within the family or community
- Work time conflicts
- Child care responsibilities
- Lack of access or comfort with host services and facilities
- Structural barriers of family for example limited access to transport
- Language, numeracy, learning and education levels and abilities

*Appropriate language may include:*

- Gender specific
- Positive terminology that builds on the strengths of women
- Respectful of all stakeholders relevant to discussions

*Strategies may include:*

- Identify who has influence over the issue and work with that person to address the issue
- Refer or seek additional support and assistance
- Provide additional information
- Identify existing strengths and resources which can be used to address the issue
- Work through issue to diffuse impact

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with women and mothers
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with women and mothers

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - Demonstration of competency within the working environment through the facilitation of educational and support groups for women
  - Realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ Scenarios, case presentations, written assessment
  - Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

## CHCFAM413A

## Facilitate couple processes within group work

### Unit Descriptor

This unit of competency describes the skills and knowledge required to work with individuals and couples in a group setting

It also describes the competencies associated with appropriate responses to a range of relationship issues that may arise in a group context, when working with couples, maintaining appropriate boundaries between education and counselling and referring participants to other services

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed before or in conjunction with the following related competency unit:

- CHCFAM414A Use tools for exploring relationships

### Application

This competency unit applies to practitioners working in the relationship education sector

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Recognise and respond to couples' needs within the group while maintaining group cohesion.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Establish group norms
- 1.2 Observe and *respond inclusively* to participants' responses
- 1.3 Use reflective (active) listening skills
- 1.4 Use clarification skills to assist understanding and integration of learning into behaviour
- 1.5 Use feedback to promote insight and enable participants to make choices about the *issues which may impact on them and their relationships*
- 1.6 Balance task and maintenance functions to facilitate (as far as possible) the meeting of both *participants' needs* and program outcomes

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| Elements define the essential outcomes of a unit of competency.  | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.   |
| 2. Use appropriate conflict management strategies at couple and group level  | 2.1 Promote the respect and acceptance for individual differences<br>2.2 Sensitively respond to inappropriate attitudes and behaviours in an open and assertive manner<br>2.3 Use negotiation and mediation techniques<br>2.4 Model conflict management skills<br>2.5 Explore alternative options such as referral, with participants  |
| 3. Work collaboratively with co leaders to facilitate effective group functioning and to model what a good relationship looks like | 3.1 Plan and debrief with co-facilitator<br>3.2 Model respect for different leadership styles<br>3.3 Listen to and acknowledge differences of opinion<br>3.4 Negotiate and delegate where appropriate, task and maintenance functions in relation to the group<br>3.5 Encourage and support the open interaction of co-leader(s)<br>3.6 Deal appropriately with differences that may result in conflict  |
| 4. Facilitate couple interaction within the group environment  | 4.1 Monitor interactions between couples in the group and between individuals within couples, to ensure opportunities for full participation in learning activities to maximise learning outcomes<br>4.2 Ensure appropriate balance between opportunities for individual development and reflection, couple sharing and development and community of couple sharing and learning<br>4.3 Use strategies appropriate to the social, cultural and developmental stage of couples' relationship to promote couple discussion and decision making about the on-going development and health of their relationship<br>4.4 Respond promptly and appropriately to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual<br>4.5 Maintain an appropriate balance between achievement of stated outcomes for the program and the need to be respectful of couples' privacy as well as being sensitive to the needs and concerns of each individual in the relationship |



## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

5. Maintain appropriate boundaries between educative and counselling/therapeutic interactions

- 5.1 Monitor own professional limitations and boundaries and clearly articulate these to participants throughout the program
- 5.2 Ensure an appropriate balance between processing of individual/couple issues within the larger group and within couples is maintained in keeping with the stated goals and outcomes of the program
- 5.3 Use interpersonal skills to effectively maintain the boundaries established by the practitioner and to maximise opportunities for achieving the stated outcomes for the program

6. Recognise and respond to domestic/family violence and personal problems that impact on the health and development of relationships

- 6.1 Ensure all interactions with participants are planned and undertaken in a manner that ensures maximum consideration for the safety of clients, colleagues, self and others
- 6.2 Ensure all interactions with and responses to clients are undertaken in accordance with organisation requirements, accepted practices of prevention and intervention and within legislative and duty or care requirements
- 6.3 Ensure all interactions with clients are undertaken in a safe and confidential environment that maximises opportunities for client needs to be accurately identified and to promote the accurate and relevant exchange of information
- 6.4 Assess information obtained from clients to establish priorities for action
- 6.5 Identify own limitations and boundaries in addressing and working with identified needs.
- 6.6 Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries
- 6.7 Respond to participants in a manner that is sensitive to severity of the presenting issue, specific needs of the clients and which places high priority on safety, rights and responsibilities of clients, colleagues, self and others

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |  |   |
|--|---|
| 7. Ensure appropriate referral and support for clients with identified needs | 7.1 Refer to other services based on the identified needs of clients  |
|  | 7.2 Provide referral and support networks in accordance with organisation/agency standards and procedures   |
|  | 7.3 Undertake record keeping and reporting in accordance with organisation/agency standards and procedures  |
|  | 7.4 Seek support and debriefing from colleagues and other appropriate staff in order to sustain ongoing effectiveness and well-being and to reflect on courses of action taken with clients |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Adult education principles and practices
- Issues relating to learning styles, abilities, numeracy, literacy levels
- Theories of change and relationship education models for working with clients
- Possible barriers for clients to access programs and achieve outcomes
- Group skills and group dynamics
- Dynamics of intimate relationships and families including nuclear and step families
- Values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- Models of conflict resolution
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- The key indicators, nature and impact of personal issues such as alcoholism, gambling, mental health issues and other issues that could potentially impact on the health and development of marriages, families and relationships
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work
- Organisation policy and procedures
- Appropriate sources or referrals and ways in which these can be accessed
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Use interpersonal skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work as part of a team including working with co-facilitator to model respectful and cooperative communication and behaviour
- Establish and maintain boundaries of practice with program participants
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge own values and beliefs
- Work with reluctant clients
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning
- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socio-economic status, culture, race, ethnicity, sexual orientation, disability, family of origin, larger systems issues of client)
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics
- De-mystify and normalise key issues for couples and families including step couples and step families

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Respond inclusively must include:*

- The ability to work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these
- This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

*Issues which may impact on clients and their relationships may include:*

- Individual/personal issues
  - work/life balance
  - disability
  - beliefs, values, experiences
  - self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
  - confidentiality within the couple and in the group
- Health and lifestyle
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy
- Socio-economic and political issues:
  - access to goods and services
  - poverty

*continued ...*

## RANGE STATEMENT

*Issues which may impact on clients and their relationships may include (contd):*

- Critical societal events
- Couple issues
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict
  - recognition and acceptance of difference
- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - developmental delays
  - team parenting
  - separation and parenting
  - attachment
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - building resilience in children
  - step-parenting and blended families
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family
- Family of origin and multigenerational issues:
  - grand-parenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage, remarriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce/repartnering

## RANGE STATEMENT

*Participants' needs may include but are not limited to:*

- Have their experiences validated
- Opportunities to express emotions including strong emotions
- Opportunities to develop self-awareness
- Opportunities to develop greater awareness of others including appreciation and understanding of partners and other family members
- Opportunities to develop skills including communication and self-expression skills
- Opportunities to identify and recognise characteristics of successful relationships including:
  - trust
  - respect
  - open and honest communication
  - balance between needs of each person in the relationship and the needs of the relationship
  - the establishment and maintenance of clear boundaries and responsibilities
  - love
  - expectations of the relationship are met over time
  - fluid and able to change, grow and adapt to changes through life changes

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working educationally with couples within a group context
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to facilitate couple processes within a group work context

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of:
  - demonstration of competency within the working environment through the facilitation of educational groups for couples
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## **CHCFAM414A**

## **Use tools for exploring relationships**

### **Unit Descriptor**

This unit of competency describes the skills and knowledge required to use tools to assist in the exploration of relationships between couples

Work can be undertaken with individuals and couples in individual, couple or group settings

It also describes the competencies associated with appropriate responses to a range of relationship issues that may arise when working with couples, maintaining appropriate boundaries between education and counselling and referring participants to other services

### **Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### **Pre-/co-requisites**

This unit should be assessed after or in conjunction with the following related competency unit:

- CHCFAM413A Facilitate couple processes within group work

### **Application**

This competency unit applies to practitioners working in the relationship education sector

Where licensed tools such as PREPARE/ENRICH, FOCUS or MYERSBRIGGS are used, additional licensed training must be undertaken

These tools can be used in a variety of settings although they are most often used with a couple as the client

The venue must be suitable for the various stages of the process

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Establish and maintain a sound foundation for using a range of strategies and tools within marriage and relationship education

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Undertake on-going professional development training and supervision to maintain knowledge and skills in use of a range of *appropriate tools* for use within marriage and relationship education
  - 1.2 Demonstrate a clear understanding of the strengths and limitations of tools for working with couples including *contra-indicators* for use with couples
  - 1.3 Demonstrate a clear understanding of *issues which may impact on couples and their relationships*
  - 1.4 Demonstrate a clear understanding of *characteristics of positive interpersonal relationships*
2. Structure the use of appropriate intervention strategies to facilitate learning
  - 2.1 Structure the initial session with the couple to provide a clear introduction which establishes norms, goals, intended outcomes and learning processes
  - 2.2 Articulate clearly the strengths and limitations of tools to be used with couples including contra-indications
  - 2.3 Modify the use of the tools to accommodate individual couple needs where necessary, taking into account overall objectives/outcomes that have already been identified
  - 2.4 Provide opportunities for the couple to consolidate their learning and to plan for transfer learning into their every day contexts

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

### 3. Facilitate couple interaction

- 3.1 Use tools appropriate to the social, cultural and developmental stage of couples' relationship to promote couple discussion and decision making about the on-going development and health of their relationship
- 3.2 Respond to differences resulting in conflict
- 3.3 Respond promptly to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual
- 3.4 Maintain a balance between achievement of stated outcomes for the program and the need to be respectful of couples' privacy and be sensitive to the needs and concerns of each individual in the relationship
- 3.5 Challenge individual and couple knowledge, skills and values in a sensitive way to encourage exploration and facilitate discussion between the couple on relationship issues
- 3.6 Use interpersonal skills to assist couple to explore their relationship issues
- 3.7 Interact with couples in a manner sensitive to their special needs and individual differences

### 4. Maintain appropriate boundaries between educative and counselling/therapeutic interactions

- 4.1 Monitor own professional limitations and boundaries and clearly articulate these to participants throughout the program
- 4.2 Ensure an appropriate balance between processing of individual/couple issues within the larger group and within couples is maintained in keeping with the stated goals and outcomes of the program
- 4.3 Use interpersonal skills to effectively maintain the boundaries established by the practitioner and to maximise opportunities for achieving the stated outcomes for the program and for the couple

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

### 5. Assess learning

- 5.1 Use assessment strategies to assist clients and practitioner to make judgements in relation to learning achieved through the application of the tools
- 5.2 Integrate the assessment of learning into the structure and processes used to facilitate learning
- 5.3 Document accurately the outcomes of assessment

### 6. Evaluate the use of the tools

- 6.1 Provide opportunities for participant evaluation of the program and the practitioner
- 6.2 Use methods of evaluation consistent with the content and processes of the intervention strategy
- 6.3 Evaluate the use of the intervention strategy to facilitate on-going development of practice

### 7. Complete follow-up tasks

- 7.1 Complete and submit reports in a timely manner to appropriate staff/organisation
- 7.2 Complete follow-up activities in a timely manner and in accordance with the parameters established with the couple

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Adult education principles and practices
- Issues relating to learning styles, abilities, numeracy, literacy levels
- Scope and limitations of tools for relationship work
- Theories of change and relationship education models for working with clients
- Research findings based on the tools to enable appropriate responses to questions regarding the validity of the program
- Possible barriers for clients to access programs and achieve outcomes
- Group skills and group dynamics
- Current relevant theoretical frameworks for relationship work
- Dynamics of intimate relationships and families including nuclear and step families
- Values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- Models of conflict resolution
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- The key indicators, nature and impact of personal issues such as alcoholism, gambling, mental health issues and other issues that could potentially impact on the health and development of marriages, families and relationships
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work including when working with clients experiencing sexual, physical and emotional abuse and/or mental health issues
- Appropriate sources or referrals and ways in which these can be accessed
- Organisation policy and procedures
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Establish and maintain boundaries of practice with program participants
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge own values and beliefs
- Work with reluctant clients
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics
- De-mystify and normalise key issues for couples and families including step couples and step families



## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Tools may include but are not limited to:*

- Simulations
- Role plays
- Brainstorming
- Games
- Demonstrations
- Case studies
- Use of resources such as written exercises, workbooks, worksheets, books, posters
- Videos
- Slides
- Film
- Music
- Mentoring
- Coaching
- Questioning including the use of open, closed, overhead and direct questions and questions to elicit elaboration of content and exploration of thoughts and feelings
- Personality inventories for example MyersBriggs or MayerTeam Inventory
- Inventories, eg. PREPARE/ENRICH, FOCUS

*Contra-indicators may include but are not limited to:*

- Where there is evidence of family domestic abuse
- Where there is evidence the relationship is very troubled and that it may benefit more appropriately from counselling
- Where literacy levels are too low
- Where there is evidence of severe mental illness

## RANGE STATEMENT

*Issues which may impact on clients and their relationships may include:*

- Individual/personal issues
  - work/life balance
  - disability
  - beliefs, values, experiences
  - self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
  - confidentiality within the couple and in the group
- Health and lifestyle
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict
  - recognition and acceptance of difference
- Family issues and themes and legacies:
  - parenting and transitions from partners to parents
  - developmental delays
  - team parenting
  - separation and parenting
  - attachment
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - building resilience in children
  - step-parenting and blended families
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family

*continued ...*

## RANGE STATEMENT

*Issues which may impact on clients and their relationships may include (contd):*

- Family of origin and multigenerational issues:
  - grandparenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
  - courting/dating
  - cohabitating, engagement, marriage, remarriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce/repartnering
- Diversity (either within the family or between the family and wider community) as a result of:
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy
- Socio-economic and political issues:
  - access to goods and services
  - poverty
- Critical societal events

*Characteristics of positive interpersonal relationships may include but are not limited to:*

- Trust
- Respect
- Open and honest communication
- Balance between needs of each person in the relationship and the needs of the relationship
- Clear boundaries and responsibilities
- Love
- Expectations of the relationship are met over time
- Fluid and able to change, grow and adapt to changes through life changes

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working educationally with couples using appropriate tools
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to facilitate couple processes through the effective use of appropriate tools when working with couples
- If licensed tools such as inventories for example PREPARE/ENRICH, FOCUS, MYERSBRIGGS are used then appropriate licensed training must also be undertaken

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the appropriate application of tools for exploring couple relationships
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## **CHCFAM416A**

## **Implement harm reduction strategies**

### **Unit Descriptor**

This unit covers the skills and knowledge required to identify and act upon issues presented in the context of a group, which may signify intentions to inflict harm to self or others

### **Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### **Pre-/co-requisites**

This unit should be assessed after achievement of the following related competency units:

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships
- CHCFAM407A Work effectively in relationship work
- CHCGROUP3C Plan and conduct group activities
- CHCDFV1B Recognise and respond to domestic and family violence

### **Application**

This competency unit applies to practitioners working in the relationship education sector

This unit applies to the identification and management of risk issues presented by participants within the context of a short-term facilitated group

Management strategies are based on intervention and referral to appropriate support mechanisms and to ensure maintenance of group function and requirements

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.  |
| 1. Establish safety parameters for group                        | <p>1.1 Identify <i>duty of care responsibilities</i> in relation to facilitator role</p> <p>1.2 Identify responsibilities for mandatory reporting</p> <p>1.3 Identify privacy regulations and obligations relating to group facilitating</p> <p>1.4 Conduct <i>screening of group applicants</i> to assess additional support needs where possible</p> <p>1.5 Establish group guidelines and boundaries for interacting in the group in agreement with participants</p> <p>1.6 Model respectful and positive language throughout group facilitation</p>                       |
| 2. Recognise at risk behaviours                                 | <p>2.1 Identify <i>at risk behaviours</i></p> <p>2.2 Identify and <i>monitor</i> individuals displaying <i>high emotional needs</i></p>   |
| 3. Respond appropriately to at risk behaviours                  | <p>3.1 Identify <i>appropriate support services</i> for referral</p> <p>3.2 Discuss at risk behaviours with supervisor or co-facilitator to determine appropriate intervention</p> <p>3.3 Validate and normalise emotional responses to issues where appropriate and sensitively challenge where required within the group setting and duty of care requirements</p> <p>3.4 Implement <i>harm reduction strategies</i> according to the needs of the individual</p> <p>3.5 Conduct <i>follow up</i> on individual in accordance with organisation policies and procedures</p> |



## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Relevant commonwealth and state legislation regarding working in relationship work specifically in regards to mandatory reporting, domestic and family violence and child abuse
- Organisation and professional protocols, standards and policy regarding critical incidents and duty of care
- Principles and practices of suicide intervention including risk assessment, management and provision of on-going support.
- Common indicators of risk of self harm, suicide or harm to others
- Knowledge of common myths about suicide and self-harm
- Principles of crisis intervention
- Procedures for obtaining assistance and making referrals to other agencies
- Effects of positive language on framing situations
- Key issues for client group
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Awareness of how other mental health issues may impact upon intervention.
- Principles around seeking out self-care and support

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Recognise at risk behaviours or signs of suicide, self harm or harm to others
- Identify and implement appropriate management strategies in response to at risk situations
- Manage the reactions of other group participants
- Provide critical interventions
- Facilitate links with higher levels of care, make referrals and follow-up with client
- Access supervision to provide practice support in situations of risk or potential risk
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual.
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Duty of care responsibilities must include:*

- Commonwealth and state legislation in relation to family issues including, domestic and family violence, child abuse, mandatory reporting
- Organisation policy and procedures
- Occupational health and safety requirements

*Screening of group applicants may include:*

- Phone interview
- One-on-one discussions
- Referral information
- Areas covered may include exploration of
  - level of emotional reactivity
  - criminal history
  - history of assaults
  - mental health history
  - history of emotional or psychological abuse
  - presence of domestic family violence or abuse in relationship
  - drug and alcohol abuse
  - incompatibility with selection criteria
  - language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

*At risk behaviours may include:*

- Negative language, abusive or withdrawal behaviours, non-participation, drug and alcohol use, signs of anxiety or panic, depression, destructive or self-sabotage behaviours and other mental health issues
- Leaving group prematurely
- Discussion of, or references in conversation of suicide, harming spouse/children /others or self
- Detachment from group process or issues raised
- Denial
- Blame projection
- Disclosure of abuse
- Criminal behaviour

## RANGE STATEMENT

*High emotional needs may include:*

- Expressions of strong emotions
- Withdrawal and detachment
- At risk behaviours
- Destructive or negative beliefs

*Monitored may include:*

- Checked on during the group session
- Follow-up outside of the group
- Establishment of buddy-system from within the group

*Appropriate support services may include:*

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- phone support services, eg. Mensline/Lifeline
- Websites for example MENDS and Parenting Children
- Housing/accommodation services

## RANGE STATEMENT

*Harm reduction strategies may include action to:*

- Acknowledge individual response and risk behaviour
- Use effective communication skills to maintain rapport
- Encourage reflection on behaviours
- Follow up with individual and group as required
- Implement buddy system
- Conduct one-on-one discussions
- Use strengths based approach to uncover internal and external coping strategies and supports
- Refer to support services or specialist expert help
- Support the client to access another service/agency/information
- Debrief to third party affected by incident/s.
- Identify underlying significant life issues and support the client to seek assistance around these issues eg. feelings of remorse, guilt, sadness, anger, addiction, abuse, trauma, other mental health issues
- Prepare contingency
- Distribute support information
- Normalise and validate emotions
- Sensitively challenge
- Documenting work with person to ensure all plans and safeguards are communicated in work team
- Follow policy relating to documentation, duty of care, confidentiality, support planning
- Establish with the person their desire for help and what they would consider helpful
- Provide information to match the person's needs
- Explore achievable steps to help the person strengthen their connections, relationships and formal and informal supports
- Support the person to determine how and when these supports can be used

*Follow up may include*

- Telephone call
- Checking in during group session

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of implementing harm reduction strategies when working in a group context
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to implement harm reduction strategies for individuals in a group whilst maintaining group maintenance and function

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - Demonstration of competency within the working environment through the implementation of harm reduction strategies in a group context
  - Realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios, case presentations, written assessment
  - Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role





## CHCFAM417A

## Identify and use strengths based practice

### Unit Descriptor

This unit of competency describes the skills and knowledge required to work with a strengths based approach when working in the area of relationship and family work

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This competency unit applies to practitioners working in the relationship education sector

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply principles of strengths based practice when working with clients
2. Use strengths based tools to explore issues

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Apply understanding of the *principles of strengths based practice* in working with clients
- 1.2 Demonstrate recognition of *power issues* involved in 'working with' clients
- 1.3 Apply understanding of how change occurs when using strengths based approaches and potential constraints to these changes
- 1.4 Reflect on own practice and how to use a strengths based approach
- 2.1 Identify a range of *strengths based tools*
- 2.2 Identify own strengths and ability to use strengths based tools effectively
- 2.3 Develop a safe and supportive environment to use the strengths based tools effectively

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| Elements define the essential outcomes of a unit of competency.  | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.  |
| 3. Use strengths based approaches in an education context when working with clients including adults, parents, young people and children | <p>3.1 Work with clients to clearly identify issues and develop their understanding of strengths based practice</p> <p>3.2 Assist clients to establish a picture of the future using tools from strengths based practice including the ‘<i>miracle question</i>’</p> <p>3.3 Assist clients to identify strengths, resources and growth areas they possess in order to work toward the picture of the future</p> <p>3.4 Assist clients to identify strengths and resources they require from others</p> <p>3.5 Assist clients to identify the first steps for them to take toward their picture of the future</p> <p>3.6 Identify and record responsible party, timeframe and who is responsible for first steps</p>                         |
| 4. Deal effectively with difficult issues using a strengths perspective  | <p>4.1 Use a strengths based approach when working with mandated and voluntary clients who have difficult issues</p> <p>4.2 Use the <i>principle of ‘power with’</i> when working with clients</p> <p>4.3 Use the <i>engagement triangle</i> when dealing with difficult issues</p>   |
| 5. Collaboratively review progress toward the client’s picture of the future   | <p>5.1 Assist clients to review their progress towards the picture of the future identifying exceptions and alternative stories</p> <p>5.2 Assist clients to identify and celebrate their successes in moving toward goals</p> <p>5.3 Assist clients to identify what is getting in the way of movement towards their goals</p> <p>5.4 Assist clients to make adjustments to their picture of the future if needed</p> <p>5.5 Assist clients to identify strengths and resources they have to work toward their picture of the future</p> <p>5.6 Assist clients to identify strengths and resources they require from others</p> <p>5.3 Assist clients to identify continuing steps for them to take toward their picture of the future</p> |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Good detailed knowledge of principles of strengths based practice when working with clients
- Good understanding of the appropriate application of strengths based tools
- Knowledge of micro-skills used in setting up a learning relationship with a client
- Knowledge of own strengths and growth areas
- Self-awareness including awareness of own beliefs, values and experiences which can impact on work practice
- The impact of 'power' when working with service users
- The power and impact of language
- A good general knowledge and understanding of the issues affecting service users
- Knowledge and application of ethical behaviour and legal frameworks for relationship work

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Apply principles of strengths based practice when working with clients
- Identify, respect and foster client strengths
- Accept client's own world view
- Reflect positive attitudes about people's dignity, capacities, rights, uniqueness and commonalities
- Work consultatively and collaboratively with clients to identify realistic future goals and visions and to effect changes toward these
- Elicit client strengths to put towards possibilities for change
- Motivate supervisees to effect changes in their lives through the fostering of their strengths
- Work constructively to complement people's existing strengths and assist them with solution building approaches rather than 'problem solving' approaches
- Acknowledge and address power imbalances between workers, organisations and clients
- Recognise and address dynamics inherent in organisation practices and structures that are incongruent with strengths-based principles and processes
- Use open, honest, effective and appropriate communication which is at all times respectful and promotes a partnership approach to working with clients based on consultation, collaboration and mutual learning
- Identify and address social, personal, cultural and structural constraints to people's growth
- Identify and address potential barriers to accessing programs and achieving identified outcomes including access to child care, transport, cultural, linguistic, religious, disability, language, literacy and numeracy or learning differences
- Recognise and remain within bounds of own practice
- Understand the limitations and boundaries of the practitioner's role within the context of their responsibilities within their agency and manage own and others expectations in relation to these
- Maintain awareness of self and how experiences, biases, values and beliefs of self and significant others in own life may impact on ability to work effectively with various client groups
- Identify and address social, personal, cultural and structural constraints to people's growth
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Principles of strengths based practice must include:*

- Respect for people's dignity, uniqueness and rights
- Self determination and empowerment
- Recognition and use of strengths (skills, capacities, knowledge, resources, information, hopes and dreams)
- Mutual learning between service user and professional
- Understanding that people are experts in their own lives
- Understanding that the issue is the problem, the person is not the problem

*Power issues may include:*

- Where and when practitioners meet with clients and how this is determined
- Who 'owns' records of the work
- Who determines what issues will be worked on
- Who determines timeframes for working on issues

## RANGE STATEMENT

*Strengths based tools may include:*

- **Miracle questions** – ‘Let’s imagine.....You go to bed tonight and while you are asleep a miracle happens ....When you wake up the problem has less effect on your life. On a scale of 0 to 5, how much is the problem affecting your life? How will you know things have improved? What will be different? What will others notice is different?’
- Scaling questions assists professionals and service users to identify the problem or issue, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and exceptions, measure progress and allow for the introduction of metaphors
- Vision and goal setting assists professionals and clients to identify where the service provider would like to move toward and how they can effect this change
- Strength focuses cards assists professionals and clients to identify strengths or issues
- Photo-language cards, objects and images assists professionals and service users to identify and represent significant feelings or issues
- Previous success stories assists professionals and clients to identify ways that people have successfully dealt with similar problems
- Relationship questions assists professionals and clients to identify and explore a problem by shifting the focus to how key relationships in the person’s life view the situation for example, ‘What would your best friend (mother) say? Or ‘How would your family tell there was a miracle and your problem is solved?’
- Letter writing involves the documentation of change and learning in a personal style of writing a letter to the other person recognising changes in learning that you have observed in them
- The five column approach to problem solving is a table that enables professionals and clients to have a guide to explore problems in different ways that build on existing strengths. The guiding questions are: What is the issue? Establish a picture of the future using the miracle question. What strengths and resources do you have to put towards the picture of the future? What strengths and resources do you need from others? What are the first steps to take towards the picture of the future? Who needs to do what and when?

## RANGE STATEMENT

*Principle of 'power with' may include:*

- A genuine equal partnership with the client
- Mutual respect and care demonstrated at all times and evident in language, processes and outcomes

*The engagement triangle may include:*

- Establishment of relevance to the client's needs
- Establishment of the professional's faith in the client's ability to commit, choose, care, change, create, connect and communicate
- Establishment of an honest and direct way of communication between the professional and the client

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills to apply strengths based practice when working with clients
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.
- Assessment must confirm sufficient ability to apply a strengths based approach to working with clients

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to clients using a strengths based approach
  - realistic simulations, projects, previous relevant experience or oral questioning on “what if?” scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM421A

## Work with parents of very young children

### Unit Descriptor

This unit of competency describes the skills and knowledge required to work with new fathers and/or new mothers and new carers to develop their confidence and competence as fathers, mothers and carers and as effective parenting teams

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This competency unit applies to practitioners working in the relationship education sector

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work with fathers and/or mothers and/or carers of very young children and babies

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Demonstrate understanding of *issues* affecting fathers, mothers/carers and families of very young children including first time fathers and mothers/carers from a range of *family structures and backgrounds*
- 1.2 Assist fathers, mothers or carers to explore relevant parenting issues regarding very young children including issues for first time parents/carers
- 1.3 Assist fathers, mothers or carers to explore relevant issues regarding very young children which may have an impact on their partner or other members of their family
- 1.4 Assist fathers, mothers and/or carers to explore *strategies to address or minimise the impact* of relevant issues on themselves and/or other members of their family
- 1.5 Assist fathers, mothers and/or carers to develop an understanding of and appreciation for the *unique roles of fathering and mothering*, parenting, parenting skills and the important role played by fathers, mothers/carers and parents in the life of their child/children
- 1.6 Assist fathers and mothers and/or carers to develop confidence and competence in their roles as fathers and mothers/carers

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |  |
|---|--|
| <p>2. Assist parents of very young children and babies to develop team parenting skills</p> | <p>2.1 <i>Work with parent/s and carers</i> to identify their beliefs, values and perceptions about children, their roles as parents/carers and the place of children in their lives</p> <p>2.2 Work with parent/s to identify their <i>own strengths and areas for development</i> as parents</p> <p>2.3 Work with parent/s to identify their <i>strengths and areas for development as a parenting team</i></p> <p>2.4 Work with parents to develop strategies and tools to build on their own and each other's strengths in order to build their capacity to work as a parenting team</p> <p>2.5 Work with separated and/or single parents to assist them to work collaboratively in raising their child/children</p> |
| <p>3. Develop parenting skills in parents of very young children and babies</p>             | <p>3.1 Establish rapport with parents of very young children</p> <p>3.2 Assist parents to identify relevant areas for development of their parenting confidence and competence</p> <p>3.3 Use appropriate tools and strategies to assist parents to develop parenting confidence and competence</p> <p>3.4 Assist parents to review current skill development and identify further appropriate opportunities for development</p>   |
| <p>4. Work within bounds of professional practice</p>                                       | <p>4.1 Identify service and professional boundaries of practice and operate within those boundaries</p> <p>4.2 Identify internal and external resources to whom clients may be referred for assistance</p> <p>4.3 Appropriately refer clients to other services</p>  |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

5. Work with parents to assist them to parent across cultures

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 5.1 Demonstrate consideration and understanding of *cultural, religious, community* and *familial obligations* and their possible impact on family relationships, in all work undertaken
- 5.2 Consistently adapt work to meet the specific cultural and linguistic needs of clients
- 5.3 Work in partnership with parents to achieve a balance between the development of a strong ethnic identity and the incorporation of positive aspects of Australian society into parenting styles

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Models and theories for working with parents
- Issues affecting fathers, mothers, caregivers and families of very young children, including first time parents
- Good understanding of child development and corresponding needs of babies and very young children including key social, physical, psychological, cognitive and emotional development
- General health and well-being of babies including sleep, nutrition, stimulation, settling
- Basic understanding of current theories of roles of fathers, mothers and caregivers including infant attachment theory and what this looks like and the impact of good attachment on child development
- Awareness of the impact of culture on parenting and parenting styles, including an appreciation of potential issues of working cross culturally with parents
- Paternal and maternal post-natal depression, affects and ways of addressing these
- Group skills and group dynamics
- Dynamics of intimate relationships
- Models of conflict resolution and mediation
- The nature of domestic and family violence and child abuse including key indicators and effects.
- The key indicators, nature and impact on infants and children of personal issues such as alcoholism, gambling, mental health and other issues that could potentially impact on the health and development of marriages, families and relationships
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work
- Appropriate sources or referrals and ways in which these can be accessed
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self and how experience, biases, values and beliefs may impact on ability to work effectively with various client groups
- Limitations and boundaries of practitioner role within the context of their responsibilities within and agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples
- Organisation policy and procedures

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Communicate effectively, including having empathy for, and developing a good rapport with, fathers, mothers and caregivers of very young children and babies, including first time parents
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open, assertive and appropriate manner
- Respond appropriately to strong emotions in self and others
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Coach and mentor fathers, mothers and caregivers of very young children and babies in their respective roles
- Provide an effective role model for fathers, mothers and caregivers of very young children and babies
- Work in partnership with other services including infant welfare centres, pre-schools, kindergartens, primary schools, hospitals, maternity wards
- Demonstrate respect toward parents and caregivers of very young children and babies
- Establish and maintain boundaries of practice with program participants
- Work with diverse families and family structures
- Be aware and responsive to diverse groups of people who may challenge educator's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assessment of family functioning

*continued ...*

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills (contd):*

Ability to:

- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics
- Recognise and promote good attachments between infants and fathers and mothers
- Work with mental health issues including post-natal depression
- Validate and normalise where appropriate and sensitively challenge where required experiences and reactions of parents and carers of babies and very young children



## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Issues which may impact on fathers, mothers and caregivers of very young children and babies, including first time parents may include:*

- Lifestyle changes
- Financial stresses
- Housing
- Social isolation
- Levels of support
- Extended family
- Religious considerations
- Cultural aspects of parenting and parenting across cultures
- Family of origin and impact of this on own parenting styles
- Relationship changes
- Sleep deprivation
- Economic factors (effect on standard of living)
- Shift in power within the relationship, role changes, different division of labour
- Potential for role uncertainty and role conflict within the family
- Move from partners to parents
- Breast feeding, support for breast-feeding,
- Attachment between mother and baby and importance of this
- Attachment between father and baby and importance of this
- Relationships between siblings and baby
- Maintaining relationship between father and mother after the birth
- Intimacy
- Value placed on the role of father, mother, caregiver
- Levels of confidence in role of father, mother, caregiver
- Emergence of values/family 'ways of doing things' which were previously irrelevant
- Cultural differences in approach to father, mother and parent roles

*continued ...*

## RANGE STATEMENT

*Issues which may impact on fathers, mothers and caregivers of very young children and babies, including first time parents may include:  
(contd)*

- Influences of extended family including grandparents
- Circumcision
- Shift in mother's attention from partner to infant
- Young parents
- Congenital abnormality or chronic illness
- Developmental delays
- Mental health
- Post-natal depression for mothers and fathers

*Family structures may include but is not limited to:*

- Step families
- Adoptive families
- Foster families
- Chosen families
- Same-sex parents
- Extended families
- Sibling families

*Strategies to address or minimise the impact of relevant issues on fathers, mothers and caregivers may include*

- Developing a greater understanding of 'how it is' for the other partner, members of the family
- Developing a greater respect for, and appreciation of, the value of the roles played by the other partner, members of the family
- Time management skills
- Honest, assertive and respectful communication
- Active listening
- The importance of compromise
- Maximising equitable opportunities to sleep, rest or have quality 'down time' for all parties
- Maximising equitable opportunities to meet personal needs of all parties
- Building confidence and competence in parenting skills
- Recognising the importance of the relationship between the partners and ensuring time to maintain this relationship

## RANGE STATEMENT

*Unique and important roles of fathering and mothering may include:*

- The importance of early and effective attachment between fathers, mothers, other siblings and infants
- Where fathers/ a father figure plays an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls
- The importance of strong father and mother roles in child/children's lives
- The potential impact on child/children of post natal depression in mothers and fathers
- The ability and will to commit to the physical and ongoing support that a father/mother provides and the involvement with the child/children throughout their lives
- The capacity to make day to day decisions for the child/children that meet the children's needs
- The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth
- The ability to change and adapt as children grow older and the fathers/mothers mature in their relationship with their children
- The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being
- The ability to form lasting and healthy attachments with their children which can grow and change over time
- The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally
- Recognition of the impact on identity that fatherhood has on men and motherhood has on women

*continued ...*

## RANGE STATEMENT

*Unique and important roles of fathering and mothering may include (contd):*

- Recognition of the roles fathers and mothers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function. Fathers/mothers may be:
  - birth fathers/birth mothers
  - step fathers/mothers
  - foster fathers/mothers
  - non-biological fathers/mothers
  - uncles/aunts
  - grandfathers/grandmothers
  - carers
- Concepts of generative fatherhood may include
  - men want to be good fathers
  - assistance given to men to become better fathers needs to focus on removing the barriers to fatherhood
  - assistance given to men to become better fathers needs to focus on positive affirmation of the father's commitment to their children and participation in their lives
  - critical life transitions for example, separation, are viewed as opportunities to strengthen fatherhood
  - fathering styles may be influenced by how men were fathered and by their family of origin

*Work with parents and carers must include:*

- Understanding of the engagement and communication processes involved in helping
- The skills and qualities to put these into operation.
- Anticipated outcomes of work with parents and carers
- The communication processes involved
- The nature of the relationship with parents

## RANGE STATEMENT

*Work with parents may include:*

- Consideration of current, relevant theories of families and parenting
  - attachment
  - developmental – maturational (Gesell), psychosocial (Erickson)
  - family systems theory
  - ecological approach
  - psychoanalytic theory (Freud)
  - behavioural genetics
  - ethology and modern evolutionary theory
  - role socialisation/cultural theory
  - parenting styles
- Consideration of current, relevant models for working with families and parents
  - family partnership model
  - building strengths
  - solutions
  - social learning theory
  - educational
  - behaviour management

*Strengths and areas for development as a father, mother, caregiver may include:*

- Empathy
- Love
- Good at listening
- Good at anticipating the needs of others
- Willingness to consider the needs of others
- Ability to recognise own needs and ensure self-care requirements are met
- Good imagination
- Patient
- Can operate with very little sleep
- Consistent in approach to things
- Good at setting clear boundaries
- Good at time and commitment management
- Good multi-tasking skills

## RANGE STATEMENT

*Strengths and areas for development as a parenting team may include:*

- Recognition of different values, beliefs, customs and parenting styles which may impact on children and raising children
- Respect for differences
- Ability to identify and articulate the 'non-negotiables' of own values and beliefs
- Establishment of a united approach to parenting issues
- Establishment of clear boundaries for children and consistent approaches between parents and over time
- Examination of impact extended family and friends may have on parenting and family issues
- Effective communication
- Negotiate and compromise where possible and appropriate
- Respect and care for each other and other members of the family
- Establishment of healthy routines for sleep, diet and exercise

*Cultural, religious, community and familial obligations may include:*

- Gender entitlements or roles
- Immediate family
- Extended family
- Step family
- Financial, social, emotional or support obligations
- Celebrations
- Economic support
- Religious participation
- Domestic support
- Co-habitation and/or co-location
- Specified work and support
- Maintenance of language and cultural practices
- Carer responsibilities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with mothers, fathers and carers of babies and very young children
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with fathers, mothers and carers of babies and very young children

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - Demonstration of competency within the working environment through working with mothers, fathers and/or carers of very young children
  - Realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios, case presentations, written assessment
  - Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM503A

## Work with a child focused approach

### Unit Descriptor

This unit of competency describes the skills and knowledge required to ensure that the role and needs of children and young people are considered by both practitioners and parents and that the interests of the child are paramount

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

A key tenet of the family law system and associated service provision is acting and promoting the best interests of the child

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Support parents to maintain child focused approaches to planning and actions

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1. Focus on *children's issues* as a matter of priority
- 1.2. Ensure the child is centre of support and intervention plans
- 1.3. Engage parents using a range of *communication techniques* to establish an understanding of required contact behaviour
- 1.4. Manage parents *inappropriate attempts* to exchange information
- 1.5. *Manage inter parental disputes* and assist parents to recognise the needs of children and young people are separate to that of their own emotional needs
- 1.6. Seek clarification and understanding of *court orders* to determine legal parameters of any service provision or interventions
- 1.7. Reconcile competing ideas on the best interests of the child with the resident and non resident parent

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |   |
|---|---|
| 2. Create and maintain child focused environment      | 2.1 Plan activities <i>and</i> interactions with parents ensuring they are <i>developmentally age appropriate</i> for the child |
|   | 2.2 Provide <i>resources for the safe interactions</i> of child and parents   |
|   | 2.3 Provide service that ensures the <i>child's needs and wants</i> are central to the case activities                          |
|   | 2.4 Engage the reluctant and non participative child  |
| 3. <i>Evaluate and monitor</i> child focused practice | 3.1 Provide <i>guidance and direction</i> to less experienced staff   |
|   | 3.2 Review practices and policies to ensure child focused practices are implemented   |
|   | 3.3 Obtain feedback from parents and children of the service as part of the <i>evaluation process/methodologies</i>             |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- The stages of child development and relevance to work with vulnerable children
- Attachment and Family systems theories and how these are applied to working with vulnerable and traumatised children
- Importance of peer relationships for vulnerable and isolated children
- Principles of empowerment and application of these to the work practices
- Indicators, effects and dynamics on family relationships and implications of:
  - family violence and abuse
  - substance use
  - mental illness
  - disability
- Child's physical and emotional reactions to separation, conflict, violence, and trauma
- Case management principles of assessment, planning, monitoring and review
- Principles and practice standards for working within the child's best interests as stated in Family Law Act
- Workers legal responsibilities and duty of care to children/young people and parents/carers when engaging in relationship supports and interventions.
- Research and identify the parenting and family dynamics in different cultures. Where necessary seek appropriate cultural expertise to ensure practices are culturally appropriate
- Child rights to protection, active right to participate, to choose course of action and make decision at their level of ability in any planning processes
- Indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems in accordance with relevant state legislation
- Range of service options for referral to relationship support and interventions services
- Applications and relevance of concepts of parent alienation in separation and divorce
- Effects of loss, grief and depression on children experiencing family conflict
- Indicators and responses to child anxiety including childhood resilience

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Respond to children and young people experiencing the following as a result of family conflict, parental separation and/or divorce:
  - grief/loss and depression
  - post traumatic stress disorder
  - domestic and family violence
  - sexual abuse and neglect
  - cross gender issues
- Undertake case management, including assessment of child and family needs, analysing information gathered for the development, facilitation and monitoring of a client case plan within own level of responsibility
- Undertake a needs assessment interview with children and/or young people to determine individual needs that will contribute to course of interventions and/or support within own level of responsibility
- Bring parties back to the issues of impact on the children – reframe future
- Use genograms and sociograms to clarify complex family relationships
- Engage children in assessment, within own level of responsibility, using:
  - age appropriate language and questioning techniques
  - non verbal communication
  - empathy and rapport building
- Observe and report on client situations, behaviours and interactions for the purpose of informing case management, support, interventions and where necessary reporting processes including those issues for risk management and client protection
- Provide effective client referrals to other support services or as part of case management processes
- Assist families to engage in communication exchanges that contribute to positive relationship building
- Adhere to boundaries for roles and actions of both the client and the worker using accepted standards of the organisation and within the relevant legislative frameworks
- Establish a professional relationship with children and parents
- Work autonomously for short periods of time
- Apply and model communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - writing to audience needs
  - negotiating responsively
  - empathising
  - persuading effectively
  - being appropriately assertive

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Children's issues, needs and wants may include:*

- Type, frequency and length of contact with parents
- Preference for recreational and social activities
- Education and peer relations
- Contact and relationship with significant others and/or extended family
- Place of residence
- Preferred communications styles with parents and significant others

*Apply and model communication skills may include:*

- Assertion
- Active listening
- Summarising
- Paraphrasing
- Non verbal communication
  - gestures
  - facial expression
  - posture and positioning
  - eye contact
- Written information, pamphlets, reports, articles

*Clients inappropriate attempt to exchange information may include:*

- Threatening staff and or other clients to disclose information
- Providing documentation to staff that breaches confidentiality
- Attempting to engage with staff to for the sole purpose of obtaining information about another party to the case
- Attempting to use gifts and bribery to exchange information
- Manipulating and coercing children to seek information from staff and others
- Illegal attempts to access confidential files

## RANGE STATEMENT

*Manage inter parental disputes may include:*

- Ensuring safety of vulnerable clients by ensuring confidentiality of either party, not having contact with parties directly in the same environment
- Using assertiveness and negation skills to diffuse immediate conflict situations
- Modelling appropriate cooperation and communication skills to parents in conflict
- Reinforcing the organisations policy on rights and responsibilities of both clients and workers where necessary
- Undertaking risk assessments for violence and abuse
- Presenting the child's expressed wants and needs to ensure that parents refocus on the best interests of the child

*Court Orders may relate to*

- Parental contact and residency
- Child Protection
- Domestic and family violence issues

*Developmentally age appropriate activities means:*

- Plan activities that consider the developmental age and milestones of the child. Including chronological age, social, emotional and intellectual development. Activities will also provide for the specific needs of the individual child where disability, culture or health concerns are present.

*Resources may include:*

- Child appropriate equipment and activities
- Appropriate environment to engage with parents
- Access to organisation policies and procedures
- Recent and relevant research on :
  - Marital conflict
  - Separation and divorce
  - Effective communication in marital conflict interventions
- Access to court orders where relevant
- Documented history of marital/post separation conflict

*Provide guidance and direction to less experienced staff may include:*

- Establishing and participating in peer support systems in the organisation
- Peer supervision arrangements
- Case review processes
- Mentoring or buddy arrangements
- Shadowing more experienced staff members

## RANGE STATEMENT

*Feedback and evaluation  
methodologies may include:*

- Direct observation
- Client interviews
- Survey forms
- Focus groups

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills:
  - Communication methods for engaging and working with children
  - Understanding and applying to practice the concepts and intentions of Family Law Act – “Best Interests of the Child”
  - Understanding and applying Child Development theories when engaging and working with children and families
  - Understanding and applying where necessary any mandated notification responsibilities
  - Application of confidentiality and conflict of interest policies to information obtained, recorded and maintained when working with clients
  - Ensuring child’s rights to protection, active right to participate, to choose course of action and make decisions at their level of ability
  - Children’s emotional and physical reactions to separation, conflict, violence and trauma.
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Context of and specific resources for assessment:*

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Method of assessment:*

- Observation in the work place *together with a possible combination of the following:*
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM504A

## Respond to and contain critical incidents

### Unit Descriptor

This unit of competency describes the skills and knowledge required to manage situations that threaten the safety and security of clients, colleagues and others

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

The skills and knowledge described in this unit may apply to a range of situations in delivery of community services where safety and security of clients, colleagues and others may be threatened

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

1. Identify and monitor indicators of potential incidents

- 1.1 Anticipate potential *causes of incidents* and harmful behaviour
- 1.2 Identify causes of incidents and *assess* these for *relevance of safety* to those people in the work environment
- 1.3 Identify and provide *information on potential responses* to colleagues for action and support

2. Respond to incidents

- 2.1 Respond confidently and in accordance with organisation procedures
- 2.2 Request assistance clearly
- 2.3 Use security procedures and aids according to policy
- 2.4 Ensure individual responses promote calm and reassurance
- 2.5 Prioritise client safety

3. Contain incidents

- 3.1 Provide information designed to promote positive decision making based on the relationship between actions and consequence
- 3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information
- 3.3 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |  |  |
|--|--|
| 4. Minimise the impact of critical incidents | 4.1 Administer <i>assistance</i> as necessary  |
|  | 4.2 Ensure <i>procedures used to protect clients</i> and others from endangering themselves or others, are consistent with legal, ethical and organisation requirements, and safety considerations |
|  | 4.3 Ensure responses and emergency action give priority to the protection of individuals from severe harm  |
|  | 4.4 Promptly provide accurate and clear <i>reports</i> to the appropriate authority  |
|  | 4.5 Provide <i>debriefing and support</i> to clients and colleagues immediately following a crisis incident  |
|  | 4.6 Manage prevention of repeat incidents by review of clients continued involvement with the organisation and refer to other services where appropriate   |
|  | 4.7 Review and modify policy and procedures for response to critical incidents   |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Negotiation and conflict resolution strategies to be employed at times of crisis involving clients and colleagues
- Knowledge and understanding is required of the workplace OHS system sufficient to recognise situations affecting OHS and to take appropriate action to rectify the situation
- Rights and responsibilities of workers and clients to ensure the safety of individuals in the workplace and in accordance with any duty of care requirements
- Emergency procedures/protocols and how to access emergency services in the workplace
- Team roles and responsibilities for reporting requirements
- Worker responsibilities for child protection reporting and duty of care as result of crisis situations in the work environment
- Code of conduct for workers of the organisation or professional membership and actions for responding to crisis
- Aware of verbal and non verbal presentation and responses in crisis response and management
- Standard organisation procedures in case of hostile clients
- Creative responses to workplace challenges at times of crisis
- Aware of cultural variations in responding to situations and behaviours
- Understand legal boundaries of interventions
- Awareness of indicators of potential critical incidents and crisis
- Appropriate contact procedures for emergency services as required

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Use communication skills to defuse hostile situations
  - listening and understanding
  - speaking clearly and directly
  - interpreting the needs of internal and external clients of the organisation
  - negotiate responsively
  - persuade effectively
  - being appropriately assertive
  - empathising
- Select communication skills for sensitive and effective approaches with both vulnerable and hostile adults and children in crisis situations
- Manage and respond to hostile and aggressive behaviour in accordance with organisation policy and ensuring the safety of clients, colleagues and self
- Undertake situational risk assessments of potential crisis events involving clients and/or colleagues
- Undertake problem solving under pressure applying a range of strategies either individually or in a team environment
- Resolve client concerns relative to workplace responsibilities
- Implement appropriate corrective action as much as possible to eliminate risk
- Correctly use safety and/or alarm systems is implemented where necessary
- Accurately complete incident and hazards records to meet organisation and workplace safety requirements
- Apply flexible and resourceful approaches to management of crisis situations involving vulnerable parties
- Manage issues of threat or risk which may be associated with involuntary clients

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Causes of crisis and critical incidents may include actions and events from:*

- Others which jeopardises the safety and wellbeing of clients, colleagues and others within the work environment
- History of alleged or substantiated issues of child protection nature
- History of domestic and family violence
- Actual or potential violent behaviour
- Incidents of self harm and suicidal behaviour
- Inappropriate expressions of intense anger and/or fear
- Unauthorised entry to services
- Hostage taking
- Bomb threats to individuals and/or services
- Threats of intimidation
- Engaging hostile involuntary clients

*Assessing safety may include:*

- Obtaining information about individuals or group posing threats or hostility
- Ensuring children and other vulnerable client groups are able to be easily and immediately removed from potential or real crisis situations
- Determining the most appropriate and accessible escape exits in a crisis
- Identifying the need for additional staff is required to ensure safety of individuals
- Awareness of immediate environment and indicators of crisis situations as listed above.
- Analysing communication exchanges and behaviours of clients to determine levels of risks

## RANGE STATEMENT

*Information on potential responses and containing may include:*

- Separating parties in conflict
- Defusing strategies
  - talking with individuals in a calm manner
  - modelling negotiation
  - empathising
  - adopting silence where appropriate
- Engaging specialist service interventions, eg. mental health services, drug and alcohol services
- Seeking emergency services, eg. ambulance, fire or police services
- Cultural support specialists, eg. elders, ministers of religions
- Using communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - persuading effectively
  - being appropriately assertive
  - negotiating responsively

*Assistance may include:*

- Contacting support for the client or colleague affected by the incident eg. significant others, emergency services, other services providers
- Facilitating referrals to other services
- Assisting with writing incident reports
- Assisting the client to exit real or potential risk situations

*Reports may include:*

- Incident reports as determined by the organisations policies on critical incidents
- Workplace Health and Safety reports relating to relevant legislation
- Witness reports for legal action
- Observational reports to contribute policy revision



## RANGE STATEMENT

*Provide debriefing and support may include:*

- Ensuring colleagues and clients have opportunity to talk through a structured debriefing process individually or in team environment
- Allowing workers to self select timeout when required to ensure effective practices following a critical incident
- Assisting workers to access external support services post critical incidents
- Providing a list of potential services for individuals to access appropriate debriefing
- Monitoring and providing peer support to workers affected by critical incidents

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit. however, simulated workplace assessment is acceptable
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Method of assessment:*

- Observation in the work place where possible *together with one or more of the following:*
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM505A

## Operate in a family law environment

### Unit Descriptor

This unit of competency describes the skills and knowledge required to effectively work with clients accessing services established within the context of the family law system

These services may include counselling, dispute resolution, children's contact services, and family relationship centres

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit applies specifically to family relationship counsellors, family dispute resolution practitioners, children's contact service workers and other service providers working in the context of family law

## ELEMENT

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

### 1. Conduct assessment

- 1.1 Assess and determine *specific client needs* in line with identified requirements in family law context
- 1.2 Engage both voluntary and involuntary clients using appropriate *strategies and techniques*
- 1.3 Assess and interview using *child focused practices*
- 1.4 Explain the family law system including Family Court processes and requirements to clients as required of job role
- 1.5 Respond to distressed clients in a non judgemental and empathic manner
- 1.6 Actively provide *options* where appropriate for clients seeking *preventative support for relationship issues*
- 1.7 Actively provide *referral options* where appropriate for clients seeking *post separation services*

## ELEMENT

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |  |   |
|--|---|
| <p>2. Apply requirements and regulations of the Family Law Act to work practices within organisation context</p> | <p>2.1 Act as an expert witness within <i>specified job role</i></p> <p>2.2 Prepare accurate <i>reports</i> according to organisation procedures and policy</p> <p>2.3 <i>Analyse information</i> to determine best course of action</p> <p>2.4 Observe and report where required by legislation and/or organisation policy</p> <p>2.5 Document observations as required by <i>organisation policy and/or relevant legislation</i></p> <p>2.6 Identify the need to refer clients to legal practitioners to interpret and articulate court orders and legislation to ensure all parties are informed of legislative responsibilities and rights</p> <p>2.7 Advocate in court within <i>specified job role</i> where required and appropriate</p>   |
| <p>3. Manage <i>case work activities</i> in the context of the family law environment</p>                        | <p>3.1 Follow <i>case work procedures</i> according to established policies of the organisation and arising from legislative responsibilities and obligations where appropriate</p> <p>3.2 Prepare case plans according to organisation guidelines</p> <p>3.3 Research and identify appropriate <i>support systems for clients</i></p> <p>3.4 Provide information to clients about process of family law systems and available support options</p> <p>3.5 Support clients chosen course of action in relation to the family law system</p> <p>3.6 Manage power imbalances in family group interactions with services</p> <p>3.7 Follow procedures for filing and service of court documentation in accordance with legal requirements and <i>only</i> where appropriate within job role</p> |
| <p>4. Work within a multidisciplinary team</p>   | <p>4.1 Identify and establish effective working relationships with <i>other specialist staff</i> in the Family Law system</p> <p>4.2 Negotiate and liaise with other sections of the family law system</p> <p>4.3 Promote cooperation with other professionals and encourage clients to use other professional resources where appropriate.</p>   |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Understanding of the provisions for children and property in the Family Law Act and Child Support (Assessment) Act as it relates to specific job role
- Understand the relevant sections of the Family Law Act as it applies to individual work roles and organisation
- Knowledge of where to seek *expert* clarification of family law
- Understand Duty of Care requirements in the provision of information when working with families at pre and post separation and as it relates to specific job roles
- Referral options and systems available to clients who's needs may best be met by other services
- Confidentiality and privacy requirements under relevant legislation applicable to work context and job roles
- Working knowledge of Parenting arrangements and property settlement requirements as per the Family Law Act and any other related legislation within the provision and requirements of the job role
- Understand and apply relevant state child protection legislation as necessary
- Understand working of family court, associated legal system and legal processes as relevant to job role
- Understanding any implications of material collected through interviews with clients seeking relationship supports and/or interventions
- Awareness of family dynamics in different cultures and how this may impact on or direct practices of relationship support services
- Understand recording and reporting system requirements of the family law rules and regulations as they relate to own job role
- Understanding the important role and responsibility of legal representatives in the Family Law context and multi party disputes and how this role impacts on own work with clients, including a focus on grandparents
- Understanding the roles and responsibilities of the child consultant in the family law context
- Understand the relevance of, and need for, referral to experts on range of matters
- Working knowledge of the factors impacting upon and associated with working with children and young people in complex cases of high level parental conflict, for example:
  - grief and loss
  - separation anxiety
  - trauma
  - power and control dynamics

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Effectively and impartially collect and analyse information according to risk assessment frameworks or models
- Implement confidentiality and privacy to client information obtained, recorded and maintained by the worker and organisation
- Research both the systems and legislation relevant to the work role and Family Law context
- Use solution focused interviewing techniques with clients
- Remain impartial and objective when engaging with clients and assessing client needs
- Ensure work practices maintain the best interests of the child are paramount to all work in the Family Law context
- Demonstrate awareness of own limitations and biases that may impact on workers capacity to remain impartial in work with couples and families
- Identify when referral is best option for clients if worker biases impeded objectivity
- Objectively engage and listen to children, young people and parents present their situations
- Apply and model communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - empathising
  - interpreting the needs of internal and external clients
  - persuading effectively
  - being appropriately assertive
  - sharing information
- Read and interpret workplace related documentation
- Clarify with the client your role of information provision *not one* of legal advisor
- Challenge and contain behaviours where necessary
- Work effectively in culturally diverse environments and contexts using appropriate skills and protocols
- Accept and provide constructive criticism
- Modify language and communication skills to meet the needs of individual clients
- Be transparent working with clients
- Work effectively in a multidisciplinary team environment
- Conceptualise and evaluate the laws and systems within the family law environment as required by job role
- Work effectively with interpreters to ensure needs of specific cultural groups are met
- Interpret legalese into language understood by client and significant others
- Demonstrate appropriate and regular use of supervision and consultation



## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clients may include:*

- Children and young people
- Separating and divorced parents
- Extended family members
- Couples seeking counselling and supports as prevention to relationship breakdown
- Voluntary and involuntary individuals or family groups

*Specific client needs may include  
may include:*

- Prevention, interventions and support for relationship needs
- Assistance and/or information on property disputes
- Assistance with access to other services
- Assistance with referral, and advocacy where appropriate
- Assistance with matters relating to parenting arrangements and child's best interests
- Information on service availability
- Assessment and support for safety and family violence issues
- Referral to legal assistance
- Assistance with financial, housing or safety issues

## RANGE STATEMENT

*Appropriate techniques and strategies to engage voluntary and/or involuntary clients may include but is not limited to:*

- Establishing rapport
- Displaying empathy
- Use simple and concise language when engaging with the client
- Use negotiation skills when required
- Use non threatening verbal and nonverbal communication skills
- Remaining neutral and objective during engagement with the client
- Observe specific cultural protocols when communicating with clients
- Adopt client self determination principles where appropriate
- Clarify service provision for the client
- Clarify client expectations of the service in relation to client needs
- Explain any legal or organisation boundaries and contexts for client worker relationship or service provision
- Explain and clarify legal obligations of both the client and the agency

*Child focused practices may include:*

- Appropriate use of language considering the age and developmental stage of the child/young person
- Create child friendly environment
- Use of toys, puppets, books, sand play and other child centred resources
- Active listening
- Narrative approaches
- Advocating for the child's/young persons expressed and/or demonstrated needs

*Other sections/specialists within the family law system and those practitioners that may form part of the multidisciplinary team may include:*

- Solicitors and barristers
- Child representatives/consultants
- Police
- Court staff
- Counsellors
- Dispute resolution practitioners
- Children's contact service staff
- Child support agency
- Family educators
- Contact order program staff

## RANGE STATEMENT

*Preventative supports for relationship issues may include*

- Counsellors
- Relationship educators
- Dispute resolution practitioners
- Family educators

*Post separation referral options may include*

- Lawyers and barristers
- Child representatives
- Police
- Court staff
- Counsellors
- Dispute resolution practitioners
- Children's contact service staff
- Child support agency
- Family educators
- Contact order program staff
- Domestic and family violence services
- Housing services
- Centrelink

*Specific job roles may include:*

- Lawyers and barristers
- Child representatives
- Child consultant
- Court staff
- Counsellors
- Dispute resolution practitioners
- Children's contact service staff
- Family educators
- Contact order program staff
- Other family relationship centre staff
- Family relationship support program staff

*Information types may include:*

- Verbal explanations of information to assist clients understanding of services to be provided or clarification other information as a matter of client empowerment
- Written materials, eg. service information, contracts, case plans, court papers
- Videos, DVDs and other electronic media

## RANGE STATEMENT

*Legislation and organisation policies may include but are not limited to:*

- Child Protection legislation within State operating jurisdiction
- Anti discrimination legislation
- Child Support (Assessment) Act
- Family Law Act
- Freedom of Information legislation
- Superannuation legislation
- Privacy legislation
- De facto property legislation
- Organisation policies:
  - Worker and client safety
  - Recording and storing client information
  - Assessment and intake
  - Referral and advocacy
  - Supervision and professional development
  - Case work
  - Collaborative work practices
  - Access and equity
  - Cultural diversity

*Reports and documentation may include:*

- Court reports
- General assessment reports
- Observational reports
- Referral reports
- Reports are required to be factual, clear and unambiguous and written within the organisation guidelines with due consideration for any legislative requirements.
- Client case plans
- Counselling agreements
- Court applications and regulatory forms
- Agreements reached as result of dispute resolution process
- Parenting plans/arrangements
- Documented contact arrangements
- Correspondence relevant to client case
- Intake and assessment documentation
- Case file notes

## RANGE STATEMENT

*Case work procedures may include but are not limited to:*

- Facilitating case planning meetings
- Preparing case plans
- Analysing information gathered
- Preparing a case plan in collaboration with the client
- Engaging the client to participate in planning processes
- Facilitating and monitoring aspects of case plans
- Reviewing case plans in collaboration with clients

*Support systems for clients may include but are not limited to:*

- Advocacy and information services
- Facilitate referrals to counselling, dispute resolution and/or Children's Contact Services
- Domestic and family violence services
- Accommodation services
- Child Support Agency
- Family Support Services
- Alcohol and other drugs services
- Parent support and education groups
- Referral to legal practitioners for example matters of:
  - matrimonial and de facto property
  - taxation law
  - superannuation
  - company and business law
  - inheritance law
  - child related matters

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills:
  - knowledge of the Family Law Act and system as it relates to specific job roles of the worker
  - establishing effective working relationships with other service providers and practitioners to provide best service provision for clients experiencing relationship difficulties
  - demonstrate an understanding of the dynamics of relationship conflict
  - established networks to facilitate effective referrals for clients
  - awareness of own limitations and biases which may impede worker impartiality when working with clients

*Communication skills including:*

- listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - empathising
  - interpreting the needs of internal and external clients
  - persuading effectively
  - being appropriately assertive
  - sharing information
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

### *Context of and specific resources for assessment*

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Method of assessment may include:*

- Observation in the work place *together with a possible combination of the following:*
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## **CHCFAM510A**

## **Work with separated fathers**

### **Unit Descriptor**

This unit covers the skills and knowledge required to work with fathers who experience relationship separation

### **Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### **Pre-/co-requisites**

This unit should be assessed after achievement of the following related competency unit(s):

- CHCFAM407A Work effectively in relationship work
- CHCGROUP3C Plan and conduct group activities

### **Application**

The unit applies to the facilitation of group sessions for fathers who experience relationship separation and who are most likely to not be the primary carer of their children

It requires thorough understanding of issues affecting separated men and the systems and services they may experience

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.   |
| 1. Demonstrate knowledge of key separation issues               | <p>1.1 Demonstrate <i>understanding of roles and impact of fathers</i> in their children/s lives</p> <p>1.2 Recognise fathers' aspirations for their children's well being and the <i>experience, knowledge and skills</i> that they bring to fathering</p> <p>1.3 Identify <i>key issues facing fathers</i> experiencing separation and explain the implications</p> <p>1.4 Describe <i>issues faced by women and children</i> experiencing separation</p> <p>1.5 Describe the <i>range of responses to separation</i></p> <p>1.6 Identify <i>common needs of separated fathers</i></p> <p>1.7 Listen and affirm with empathy the situations, experiences and family dynamics of group participants</p> <p>1.8 Match pace and framing of questions to specific needs</p> <p>1.9 <i>Respond appropriately</i> to expressions of anger, grief and other strong emotions from separated fathers</p> <p>1.10 Manage effectively group content and participation to achieve group outcomes</p> |
| 2. Demonstrate knowledge of relevant services and systems       | <p>2.1 Explain the functions and processes of <i>key agencies</i></p> <p>2.2 Identify access and referral mechanisms of key agencies</p> <p>2.3 Listen empathetically and respond appropriately to group participants' reports of experiences of key agencies</p> <p>2.4 Support and provide information to participants regarding how to access help and information from key agencies</p>  |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Support separated fathers to achieve positive outcomes

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 3.1 Assist fathers to set *realistic and positive goals* to improve their situation and relationships
- 3.2 Explore strategies with fathers for building positive working relationships with the other parent and other relevant people
- 3.3 Explore strategies with fathers for staying connected and in relationship with children
- 3.4 Explore strategies with fathers for self care and support
- 3.5 Explore strategies with fathers for improving their situation and relationships

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Good understanding of and ability to articulate issues facing women and men today particularly those issues associated with separation and divorce including associated legal procedures
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Knowledge of fathers and stepfathers drawn from experience with a wide range of people including fathers and stepfathers from different socioeconomic backgrounds. Knowledge of the similarities and differences in the experiences that a range of people face
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on men and relationships
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships
- Information resources and relevant local services including networks and support systems available to separated fathers
- Characteristics of target group/s and strategies for engaging them
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Principles and practice of conflict resolution
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships
- Knowledge of child development and the impact of fathers and mothers and family life on child development
- Knowledge of the difficulties for children whose parents are separating or have separated and for children living with step parents and in step families

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with men
- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Effectively manage time
- Deal with conflict in an open, assertive and appropriate manner
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Affirm and acknowledge participant experience including empathising with the experiences of separated fathers, normalising where appropriate and sensitively challenging where required
- Give and receive constructive feedback in a sensitive way
- Establish and maintain boundaries of practice with program participants
- Identify and manage a range of responses to separation
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Assist fathers to identify strategies for improving their circumstances
- Assist fathers to develop strategies to remain connected to children
- Assist fathers to develop and maintain self-care strategies including strategies to reduce stress and anxiety and to establish and maintain healthy routines for food, rest and exercise
- Engage effectively with separated fathers

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Understanding of roles and impact of fathers may include but is not limited to:*

- Understanding that fathering and the roles of fathers are as unique and varied as there are fathers
- Recognising that fathers can bring with them a range of fathering roles both conceptually and in practice
- Understanding a number of current and relevant theoretical frameworks regarding roles for men and their potential impact on roles of fathers, eg:
  - theoretical frameworks which view the nature of men as fixed
  - theoretical frameworks which view the nature of men as dynamic, learned and changeable
  - attachment theory
  - family systems theory
  - feminist theory (and critiques of feminist theory)
  - family life-cycle theory
  - generative fatherhood
  - evolutionary psychology
  - neurobiology
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function. Fathers may be:
  - birth fathers
  - step fathers
  - foster fathers
  - non-biological fathers
  - uncles
  - grandfathers
  - carers
- Fathering includes the establishment of a relationship between the father and child
- Where fathers/a father figure play/s an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls

## RANGE STATEMENT

*Experience, knowledge and skills fathers bring to their fathering may include but is not limited to:*

- The ability and will to commit to the physical and ongoing support that a father provides and the involvement with the child/ren throughout their lives
- The capacity to make day to day decisions for the child/children that meet the children's needs
- The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth
- The ability to change and adapt as children grow older and the fathers mature in their relationship with their children
- The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being
- The ability to form lasting and healthy attachments with their children which can grow and change over time
- The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally
- Understanding of developmental needs of children including social, emotional, cognitive, physical and psychological needs
- Ways fathers can actively contribute to the developmental needs of child/ren
- Factors which can negatively impact on the establishment and maintenance of positive relationships with child/children including self limiting concepts that may hold men back from achieving their full potential as fathers

## RANGE STATEMENT

*Key issues facing fathers experiencing separation may include:*

- Anxiety
- Stress
- Depression
- Stress and anxiety levels in separated men can be so high that these must be addressed as a priority before they are able to affect any other positive change or deal with other issues
- Separation and loss of family structure
- Social isolation from
  - extended family
  - immediate family
  - friends of former couple
- Financial hardship
- Loss and grief
- Pride/shame
- Unemployment
- Issues faced by partner and child after separation
- Communication and relationship with ex-partner
- Shared parenting/co-parenting
- Effect on children
- Child focus/importance of maintaining this
- Importance of reassurance for child/ren regarding their ongoing importance in their parent's lives regardless of separation
- Care and contact issues
- Changes in parenting role
- Conflict between being a good father and limited physical contact
- Alternative housing requirements/homelessness
- Loss of power
- Family Court proceedings and frustration with 'family law system'
- Property settlement
- Maintenance
- Interaction with counsellors and mediators
- Re-partnering of ex-partner
- Relationship Conflict and Breakdown
- Developing a relationship with a new partner and the dynamics between the new partner, and any child/ren they have, and own child/ren
- Step-fathering

*continued ...*



## RANGE STATEMENT

*Key issues facing fathers experiencing separation may include: (contd)*

- Responses of family and friends
- Mental Illness
- Family Violence and abuse

*Issues faced by women and children may include but are not limited to:*

- Guilt
- Sadness
- Torn loyalties
- Financial Hardship
- Loss and Grief
- Confusion
- Insecurity
- Loss of self-esteem
- Housing/homelessness

*Range of responses to separation may include:*

- Denial
- Stress
- Anxiety
- Anger
- Depression
- Stress
- Violence
- Withdrawal
- Self harm, suicide
- Remorse
- Overcompensation
- Relief
- Optimism

## RANGE STATEMENT

*Common needs may include:*

- Regain self-esteem/confidence
- To be heard/tell story
- Hear others' stories/situations/responses
- Overcome isolation
- Gain information/support
- Advocacy
- Manage emotional responses
- Meet legal obligations
- Improve parenting/communication/relationship skills
- Accommodation/housing
- Learning housekeeping and cooking skills
- Financial advice
- Practical support

*Appropriately responses may include:*

- Heard, acknowledged and affirmed
- Contained if necessary
- Reframed if necessary
- Normalised as a valid response if appropriate
- Sensitively challenged if required
- Assist clients to address issues of stress, anxiety and depression to allow them to move toward a stage where they are able to engage constructively in planning and working toward the future

*Key agencies include but are not limited to:*

- Child Support Agency
- Family Magistrate Service
- Centrelink
- Legal aide
- Housing/accommodation services
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, eg. Mensline/Lifeline
- Family Relationship Centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

## RANGE STATEMENT

*Realistic must include:*

- Within the constraints of their personal context
- Where consideration is given for self-care including addressing issues of stress, depression, and anxiety
- According to current legal obligations

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with separated fathers
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.
- Assessment must confirm sufficient ability to work effectively with separated fathers in a group setting

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation of groups for separated fathers
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM515A

## Work holistically with families

### Unit Descriptor

This unit of competency describes the skills and knowledge required to effectively work educationally with multiple members of families simultaneously in a group or an individual family setting

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after achievement of the following related competency unit(s):

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships
- CHCFAM407A Work effectively in relationship work

This unit should be assessed in conjunction with the following related competency unit:

- CHCGROUP3C Plan and conduct group activities

### Application

This unit of competence may be relevant for practitioners running relationship education programs, family support programs, parenting programs and early intervention programs

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Plan and develop strategies for empowering healthy families

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Demonstrate an understanding of relevant and current *research based theories and models* of families and interpersonal relationships and dynamics
- 1.2 Use *experiential learning models, theories, techniques and tools* to address identified needs
- 1.3 Demonstrate a clear understanding of strengths and limitations of models, techniques and tools for use with family including contra-indications for use

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| Elements define the essential outcomes of a unit of competency.                                | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.   |
| 2. Apply strategies for empowering healthy families in groups or with individual families      | 2.1 Demonstrate an understanding of the interplay of <i>issues impacting on family members</i> and the corresponding interplay and dynamics of inter-relational issues between family members<br>2.2 Provide evidence based information about healthy family functioning<br>2.3 Model listening, respectful speaking, negotiating and problem solving skills<br>2.4 Facilitate experiential learning and practice for all family members in group or family settings  |
| 3. Facilitate group processes to support empowerment of healthy families                       | 3.1 Recognise and respond to individual needs while maintaining family and group cohesion<br>3.2 Monitor interactions between family members and between individuals and the group to ensure full participation in learning activities to maximise learning outcomes<br>3.3 Respond appropriately to individuals and families displaying distress or concern in a manner that maximises safety and confidentiality for each individual<br>3.3 Demonstrate sensitivity toward social, cultural, religious, gender, age, socio-economic, educational and family structure differences |
| 4. Review changes in attitudes, knowledge and skills of participants and in family functioning | 4.1 Progressively review and monitor outcomes and alter approach appropriately<br>4.2 Assess the impact on the family/group as a whole<br>4.3 Plan for the future and <i>follow-up</i> as required  |



## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Research based theories and models of family and interpersonal relationships
- Characteristics of healthy family functioning
- Relevant, current family practice theory
- Experiential learning models, theories, techniques and tools
- Family relationships
- Inter-relational issues
- Good working knowledge of relevant models for stages of group development, group dynamics particularly where interpersonal relationships already exist between members of the group
- Working knowledge of strengths based practice principles and applications
- Basic understanding of child development including key stages of social, emotional, physical and cognitive development
- The difference between high conflict and domestic and family violence in interpersonal relationships

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Use a wide range of experiential learning processes to facilitate the empowerment of healthy families
- Use presentation skills including role play, psycho-drama, audience engagement, summarising, reframing and speaking respectfully and clearly
- Use group facilitation skills
- Use effective conflict management in a family and group setting
- Respectfully communicate with a wide range of people including listening, empathic responding, paraphrasing, summarising, questioning, body language, appropriate use of humour and sensitivity
- Apply a strengths based approach to working with individuals, families and groups
- Empower and support clients
- Coach individuals and families for behavioural change
- Work collaboratively with others including co-facilitators
- Work effectively with individuals and families, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Establish and maintain healthy boundaries
- Maintain confidentiality

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Research based theories and models may include:*

- Examples of some theoretical frameworks are:
  - family systems theory
  - attachment theory
  - affect regulation
  - feminist theory
  - structural family therapy
  - family life-cycle theory
- Examples of models for working with families are:
  - theories of change, eg. stages of change – Prochaska Diclemente
  - building strengths
  - solutions
  - social learning theory
  - educational
  - behavioural
  - family partnership

## RANGE STATEMENT

*Experiential learning models, theories techniques and tools may include but are not limited to:*

- Role play
- Coaching
- Group discussions
- Exercises and activities
- Strengths based techniques including positive reframing
- Mentoring
- Experiential and situational learning
- Psycho-drama
- Scenario/case studies
- Journals
- Letter writing
- Aim identification/goal setting
- Assessment of personal skills
- Review of resources including networks, friends and mentors
- Modelling effective communication and relationship skills
- Change triangle
- Genograms
- Family and couple map
- Johari Window
- FACES/MACES
- MYERSBRIGGS

## RANGE STATEMENT

*Relevant issues which can impact on families and their relationships may include:*

- Couple, family and group dynamics, culture and communication styles
- Individual/Personal Issues
  - work/life balance
  - disability
  - beliefs, values, experiences
  - self-esteem
  - grief and loss
  - aloneness and isolation
  - aging
- Health and lifestyle
  - alcohol and other drugs dependencies
  - gambling
  - mental health including depression, suicide/self harm tendencies, bipolar, anxiety, post traumatic stress disorder
  - illness (acute or chronic)
  - trauma
- Couple issues
  - sexuality, intimacy
  - trust, respect, love
  - affairs
  - separation
  - repartnering
  - same sex couples
  - infertility
  - power and control within relationships
  - finances and financial and budgeting decisions
  - domestic and family violence and abuse
  - conflict
  - recognition and acceptance of difference
- Family Issues and themes and legacies
  - parenting and transitions from partners to parents
  - breast feeding and early parenting
  - developmental delays in children
  - roles of father and mothers in children's lives
  - building resilience in children
  - step-parenting and blended families
  - influences of extended family and friends
  - parenting in same sex relationships
  - effects on children of any and all issues impacting on couple and family
  - teenage/parent conflict
  - parental abuse by children

*continued ...*

## RANGE STATEMENT

*Relevant issues which can impact on families and their relationships may include (contd):*

- Family of origin and multigenerational issues
  - grand-parenting when parent's relationship breaks down
  - childhood abuse
  - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles
  - courting/dating
  - cohabitating, engagement, marriage
  - birth of first and subsequent child/children
  - aging
  - death of parent/partner
  - retirement
  - caring issues
  - children growing up, leaving home
  - older children remaining at home
  - becoming grandparents
  - separation/divorce
- Diversity (either within the family or between the family and wider community) as a result of
  - culture
  - religion
  - gender including role development, affect of gender stereo-typing
  - language
  - education, literacy, numeracy
- Socio-economic and political issues
  - access to goods and services
  - poverty
- Critical societal events

*Follow-up may include:*

- Writing up of program outcomes and evaluations
- Documenting program for statistical and reporting requirements
- Follow-up with program participants to ensure their needs have been met or to provide additional referral where required

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills and application of this to working educationally with multiple members of families simultaneously
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work educationally with multiple members of families in groups and with individual families to assist them in developing their interpersonal skills and improving their interpersonal relationships

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - Demonstration of competency within the working environment in the ability to engage and work with multiple members of families
  - Realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios, case presentations, written assessment
  - Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM518A

## Work with involuntary and mandated clients

### Unit Descriptor

This unit describes the skills and knowledge required to engage and work with involuntary and mandated clients

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit applies to a range of organisation contexts where clients may be directed to participate or seek interventions as the result of legislation, court order or other mandated process.

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Encourage clients to comply with *legislative, statutory and/or court orders*

2. Implement strategies to assist the client with compliance

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Establish and confirm clients needs and expectations of the service and work role with regard specified *mandated orders*
- 1.2 Clarify information for the client about the required compliance in service interventions and supports.
- 1.3 Obtain feedback on the client's level of understanding of mandated requirements to comply.
- 1.4 Advise clients of processes and timelines when interpretation and/or advice may be required from others in *complex matters*
- 1.5 Explain organisation policies, procedures and any *limitations for working with mandated clients*
- 2.1 Tailor *communication strategies* to meet the clients needs and context
- 2.2 Consult with the client regularly to ensure that interactions and plans aid and maximise opportunities for compliance
- 2.3 Identify any further assistance that may require the facilitation of referral to *other supports or services*

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| Elements define the essential outcomes of a unit of competency.         | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.   |
| 3. Monitor compliance with legislative requirements and/or court orders | <ul style="list-style-type: none"><li>3.1 <i>Monitor client compliance</i> in accordance with organisation policy and procedures</li><li>3.2 Examine cause and effect and use negotiation strategies to encourage appropriate responsibility and accountability for non compliant behaviour</li><li>3.3 <i>Record</i> and manage non compliance issues and any <i>related incidents</i> as required in individual work contexts.</li><li>3.4 Discuss concerns or repeat issues of client non compliance with supervisors or as part of case review process where this is part of routine work practices</li></ul> |
| 4. Manage unacceptable behaviour related to mandated compliance         | <ul style="list-style-type: none"><li>4.1 Challenge <i>unacceptable behaviour</i> and outline options and opportunities to change clearly and with positive encouragement</li><li>4.2 Confirm the implications of continuing unacceptable behaviour clearly, calmly and objectively</li><li>4.3 Use techniques according to organisations procedures to ensure personal safety and safety of clients/colleagues</li><li>4.4 Carryout <i>intervention strategies</i> according to an analysis of the situation and organisation policies and procedures</li></ul>  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Understanding different types of legislation/laws that may have resultant court orders that necessitate client's mandated compliance to engage and attend in service provision.
- Specific knowledge of the types of situations where mandated orders apply and the consequences of non compliance
- Policies of the organisation that provide specific procedures and guidance for working with mandated clients
- Process for the management non compliance by mandated clients, including the levels of responsibilities for clients, workers, organisations and other external entities.
- Potential liabilities and/or consequences for clients, workers, and organisation if court orders or legislative requirements are breached
- Strategies for engaging involuntary and mandated clients so that genuine attempts are made to ensure clients have every opportunity to demonstrate compliant behaviour.
- Interpersonal techniques for safely and constructively challenging client non compliance within scope of job role
- Safety management and planning strategies to address any aggressive resistant behaviour by involuntary and mandated clients
- Indicators of potential conflict and crisis situations and how to de escalate these situations
- Awareness of own limitations and when to consult more experienced practitioners, supervisors or colleagues for support in working with mandated clients.
- Awareness of organisation policies and procedures relating to responding to responses of behaviour, safety and security, delegations and duty of care
- Principles of negotiation, conflict resolution and effective communication techniques
- Reporting procedures and practices, internal and external, for working with involuntary and mandated clients
- Awareness of the issues that may arise when working with mandated and involuntary clients
- Support and referral services and specialist as well as relevant a legal entities
- Principles of cultural practices and customs of the client and their impact on behaviour in a mandated participation context

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Comprehend and clarify for others, including colleagues and clients any requirements of mandated orders
- Identify and seek out expert individuals and services to provide advice to clients on their rights and responsibilities as involuntary clients.
- Apply effective interpersonal skills and conflict resolution skills, particularly negotiation in complex situations of high conflict as a result of a client's resistance to comply with orders
- Constructively and safely challenge clients non compliance with orders – where this a requirement of the job role
- Observe, interpret and cautiously describe in observational notes the client's interaction with others and any relevance to mandated orders
- Identify the need to seek support form colleagues when working with involuntary clients
- Identify and respond within job role to any potential risks or concerns for own or others safety as a result of working with involuntary clients
- Apply effective communication skills including:
  - listening and understanding
  - speaking clearly and directly
  - persuading effectively
  - empathising
  - being appropriately assertive
  - negotiating responsively
- Work with diverse individuals and groups
- Apply a range of strategies for engaging with the client to problem solving issues of non compliance

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Mandated orders/compliance may include but is not limited to:*

- Court orders issued as a matter of federal or state legislation and jurisdictions:
  - contact orders program
  - child protection matter
  - family law matters
  - domestic and family violence orders

*Mandated clients includes:*

- Individuals attending the organisation or participating in aspects of service provision as a result of a court or other legally binding arrangement or directive
- Involuntary participant

*Other complex issues may include:*

- Client may have additional needs that affect their ability to comply with court or other orders/agreements:
  - mental health issues
  - alcohol and other drug issues
  - financial problems
  - transportation issues
  - child care problems
  - communication issues
  - disability
  - language or other cultural factors
  - conflicting orders
  - violence and/or abusive behaviour

## RANGE STATEMENT

*Service or worker limitations when working with involuntary clients may include:*

- Client consistently resists compliance after all attempts are made by workers to engage with the client
- Assessed risk determine that to continue to engage with the involuntary client has potential detrimental consequences
- When clients deliberately sabotage attempts by the organisation and the workers to establish a workable arrangement for meeting court order requirements
- When the needs of the client are beyond the purpose and capacity of service provision
- When clients exhibit behaviours that are perceived or real threats to the safety of workers, colleagues or other clients
- When courts or other legal entities direct the service provision to cease

*Communication strategies may include:*

- Use of positive assertive language
- Non verbal gestures
- Constructive questioning/listening
- Tone of voice
- Awareness of cultural values and sensitivity
- Defusing verbal aggression
- Negotiating agreements
- Languages other than English
- Indigenous languages
- Visual language
- Assistive language technology

*Support Services may include:*

- Legal advisers
- Psychologists
- Social Worker
- Drug and Alcohol services
- Community support agencies
- Child Support Agency
- Family Law Court
- Family Relationships Centres
- Behavioural education programs
- Medical Services

## RANGE STATEMENT

*Unacceptable behaviour may include but is not limited to:*

- Actual violence, threats of violence to workers and or others
- Verbal abuse or aggression towards workers and/or others
- Manipulation and sabotage of processes aimed at engagement and facilitation of services

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace and over a period of time
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the *Range Statement* in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM519A

## Prepare client court reports

### Unit Descriptor

This unit describes the skills and knowledge required to write reports about client circumstances and situations within the workers professional domain

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

Preparation of client court reports to a level of job role responsibility

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |  |  |
|--|--|
| 1. Collect and prepare material                    | 1.1 <i>Interview relevant individuals</i> to obtain <i>factual information</i> and records as required   |
|  | 1.2 Collect, analyse and record all <i>sources of information</i> gathered   |
|  | 1.3 Analyse information to confirm its authenticity and identify any further information that needs to be obtained,  |
|  | 1.4 Prepare information for consideration of courts using established <i>organisation procedures</i> and compliance with any <i>legislative requirements</i> |
|  | 1.5 Liaise with relevant parties to keep them informed of the report progress  |
|  | 1.6 Arrange <i>support</i> , within organisation guidelines, for clients during the preparation and final submission of the report                           |
|  | 1.7 <i>Record, and store information</i> in accordance with legislative requirements and organisation policies and procedures                                |
| 2. Provide information about the reporting process | 2.1 Provide information about the progress of the court report preparation to relevant parties as requested  |
|  | 2.2 Check levels of client understanding for potential consequences of the submission of a court report where this is part of the workers job role,          |
|  | 2.3 Refer the client to <i>experts</i> for exploration of options arising from the preparation and submission of a court report                              |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

### 3. Prepare reports

- 3.1 Record and report only factual information as needed within the professional domain of the worker
- 3.2 Cite sources of information clearly with due regard for *confidentiality and privacy* and within legislative requirements
- 3.3 Write clearly and concisely using objective statements without value or personal judgement
- 3.4 Ensure the report focuses on the purpose for which it was requested
- 3.5 Prepare a summary or concluding statement at the end of the report and include recommendations if requested and if it is within own professional domain and expertise
- 3.6 Present copies of the file marked confidential to the intended audience and register an entry of its distribution
- 3.7 Present copies of reports to clients where this is a policy of the organisation

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Legal implications and responsibilities of preparing a report on a clients present and past circumstance, including, privileged information, confidentiality, mandated reporting, consequences of potential domestics and family violence and/or abuse
- Legislation as it applies to the gathering, preparation and recording of information for purpose of justice processes
- Relevant organisation policy and procedures for the collecting, preparation and recording of client information and its distribution to external parties
- Processes for interviewing to obtain information for the purpose for preparing a court report. Legal implications of material gained through interview
- Workings of the justice process for which the report is to be submitted, including timeframes for submission of material and other protocols
- Objective and concise methods of writing acceptable to justice process standards
- Written communication which includes:
  - reading and interpreting workplace documentation
  - writing to the intended audience needs
  - interpreting the needs of internal and external individuals
- Acceptable sources of information for the preparation reports

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Apply interview skills with a diverse range of people for the purpose of obtaining information for preparing a court report
- Address concise and acceptable writing standards to a level of formality acceptable to organisation and court
- Use word processing skills for the preparation of reports
- Maintain impartiality, and non judgemental attitude in the preparation of court reports
- Use communication techniques; active listening, reflection, summarising, questions and statements, gaining agreements on actions and explaining outcomes
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Manage cross cultural issues
- Identify and implement organisation procedures for obtaining, recording, and storing of information
- Distinguish between factual and subjective information and what is critical for inclusion in the report
- Seek expert advice on the preparation of the report and its content, eg. legal advice, medical experts
- Implement confidentiality and privacy limitations where and when appropriate and in meeting legislative and organisation requirements

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Interview relevant individuals may include:*

Interviews are to be conducted in accordance with any legislative requirements and regard for confidentiality and informed consent of the client

Relevant individuals:

- clients and significant others
- specialists
- colleagues and other staff with factual and critical knowledge of the client's circumstance

*Factual information includes:*

- Establishing the who, what, when, where, how of the clients circumstance in objective terms
- Clients presenting circumstances including, referred by, purpose of engagement, observations of interactions and participation, current situation and any recommendations is appropriate
- A level of detail that is descriptive, objective yet not over interpretive and where personal bias and prejudices are not present.

*Sources of information may include:*

- Client interview
- Client records
- Observational notes and recordings of other staff
- Documentation of other services, specialist or agencies as relevant
- Interviews with clients significant others

*Organisation policies and procedures which may include:*

- Privacy and confidentiality
- Access and equity
- Information systems obtaining, recording and storing
- Information dissemination
- Communications
- Professional indemnity
- Court report and observational note taking

## RANGE STATEMENT

*Legislation may include:*

- Family Law
- Child Protection
- Domestic and Family Violence
- Privacy
- Child Support (Assessment) Act

*Record and store information include:*

- Recording and storing information in accordance with privacy and confidentiality policies
- Ensure that all notes, hard copy or electronic are maintained in a safe secure systems with appropriate backup systems where possible
- Ensuring the maintenance of such systems meets legislative and quality assurance standards of the organisation

*Support arrangements for clients may include:*

- Family and friends
- Community based services
- Advocacy
- Legal Advice
- Child Support Agency
- Support and education groups

*Experts may include:*

- Legal advisers
- Specialist medical services
- Court staff
- Government offices
- Community based agencies with specific target groups



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the *Range Statement* in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

## CHCFAM520A

## Use strengths based practice in supervision

### Unit Descriptor

This unit of competency describes the skills and knowledge required to use strengths based practice in providing supervision

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit applies to practitioners providing supervision in the context of family and relationship work

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |  |
|---|--|
| <p>1. Apply strengths based principles when providing supervision</p> | <p>1.1 Apply knowledge of models of <i>supervision</i> including roles and responsibilities within supervision</p> <p>1.2 Apply understanding of the <i>principles of strengths based practice in supervision</i></p> <p>1.3 Demonstrate recognition of myths and realities for using strengths based practice in supervision</p>  |
| <p>2. Use strengths based tools to explore issues in supervision</p>  | <p>2.1 Identify a range of <i>strengths based tools</i></p> <p>2.2 Identify own strengths and ability to use strengths based tools effectively in supervision</p> <p>2.3 Develop a safe and supportive environment to use the strengths based tools effectively with others in supervision</p>   |
| <p>3. Conduct supervision using a strengths based approach</p>        | <p>3.1 Negotiate the supervision relationship using a strength based approach</p> <p>3.2 Identify and address issues of power inherent in supervision</p> <p>3.3 Formulate a plan to address issues using 'five column' approach</p> <p>3.4 Identify steps, timeframes and person responsible for action to build on skills, strengths and resources to resolve issues</p> <p>3.5 Record supervision process and outcomes using letters and strength based tools</p> |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |   |
|---|---|
| 4. Review supervision outcomes                              | 4.1 Prepare for supervision by reviewing letters and five columns             |
|   | 4.2 Prepare questions for supervision that will elicit progress towards goals |
|   | 4.3 Recognise and celebrate success   |
| 5. Deal with difficult issues using a strengths perspective | 5.1 Identify <i>issues that can occur in supervision</i>                      |
|   | 5.2 Apply a strengths based approach to address these issues                  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Theory and models of supervision
- The role of supervision including the role in building the supervisee's competence to support their work practice and the role of supervision to meet organisation requirements
- Roles and responsibilities of supervision
- Understand the application of strengths based practice and tools in supervision
- Understand principles of strengths based practice
- Knowledge of micro-skills used in setting up a learning relationship with a client
- Knowledge of own strengths and growth areas
- Understand the impact of expectations including client, organisation and supervisee expectations and the corresponding pressures this can bring to the supervisee

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Apply strengths based principles when providing supervision
- Recognise and remain within bounds of own practice
- Understand the limitations and boundaries of the practitioner's role within the context of their responsibilities within their agency and manage own and others expectations in relation to these
- Demonstrate awareness of self and how experiences, biases, values and beliefs of self and significant others in own life may impact on own work practice and ability to provide strengths based supervision
- Identify, respect and foster supervisee's strengths
- Identify and address social, personal, cultural and structural constraints to people's growth
- Reflect positive attitudes about people's dignity, capacities, rights, uniqueness and commonalities
- Work consultatively and collaboratively with supervisee to identify future goals and visions and to effect changes toward these
- Elicit supervisee strengths to put towards possibilities for change
- Motivate supervisee's to effect changes in their lives through the fostering of their strengths
- Work constructively to complement people's existing strengths and assist them with solution building approaches rather than 'problem solving' approaches
- Acknowledge and address power imbalances between supervisors and supervisees
- Recognise and address dynamics inherent in organisation practices and structures that are incongruent with strengths-based principles and processes
- Use open, honest, effective and appropriate communication which is at all times respectful and promotes a partnership approach to working with people based on consultation, collaboration and mutual learning
- Work inclusively with the whole person, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Supervision may include but is not limited to:*

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Video tapes of facilitation of groups
- Co- facilitation and reports from these
- Facilitating reflection on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Undertaken through the development of an appropriate professional relationships
- Involve the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

*Principles of strengths based practice in supervision must include:*

- Respect for people's dignity, uniqueness and rights
- Self determination and empowerment
- Recognition and use of strengths (skills, capacities, knowledge, resources, information, hopes and dreams)
- Mutual learning between supervisor and supervisee

## RANGE STATEMENT

*Strengths based tools may include:*

- **Miracle questions** – ‘Let’s imagine.....You go to bed tonight and while you are asleep a miracle happens .....When you wake up the problem has less effect on your life. On a scale of 0 to 5, how much is the problem affecting your life? How will you know things have improved? What will be different? What will others notice is different?’
- Scaling questions assists professionals and service users to identify the problem or issue, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and exceptions, measure progress and allow for the introduction of metaphors
- Vision and goal setting assists professionals and clients to identify where the service provider would like to move toward and how they can effect this change
- Strength focuses cards assists professionals and clients to identify strengths or issues
- Photo-language cards, objects and images assists professionals and service users to identify and represent significant feelings or issues
- Previous success stories assists professionals and clients to identify ways that people have successfully dealt with similar problems
- Relationship questions can assists professionals and clients to identify and explore a problem by shifting the focus to how key relationships in the person’s life view the situation for example, ‘What would your best friend (mother) say? Or ‘How would your family tell there was a miracle and your problem is solved?’
- Letter writing involves the documentation of change and learning in a personal style of writing a letter to the other person recognising changes in learning that you have observed in them
- The **five column approach** to problem solving is a table that enables professionals and clients to have a guide to explore problems in different ways that build on existing strengths. The guiding questions are: What is the issue? Establish a picture of the future using the miracle question. What strengths and resources do you have to put towards the picture of the future? What strengths and resources do you need from others? What are the first steps to take towards the picture of the future? Who needs to do what and when?



## RANGE STATEMENT

*Issues that can occur in supervision may include but are not limited to:*

- Lack of clarity of roles and responsibilities within the supervision relationship
- Fundamental and irreconcilable differences of philosophy, values, beliefs or use of theoretical frameworks or models of practice between those in a supervision relationship
- Unrealistic expectations on behalf of the supervisor or the supervisee
- Unrealistic assessment of strengths and/or unwillingness to develop realistic self-awareness on behalf of the supervisee
- Time pressures which result in insufficient contact and support provided through the supervision process

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to apply strengths based approach to the provision of supervision over a sustained period of time.

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in the provision of supervision using a strengths based approach
  - realistic simulations, projects, previous relevant experience or oral questioning on “what if?” scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM522A

## Assist clients to develop emotional regulation

### Unit Descriptor

This unit of competency describes the skills and knowledge required to assist clients to develop greater personal and social competence through the development of increased self-awareness, emotional management, self-motivation and relationship management

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after achievement of the following related competency unit(s):

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships
- CHCFAM407A Work effectively in relationship work
- CHCGROUP3C Plan and conduct group activities
- CHCDFV1B Recognise and respond to domestic and family violence

### Application

This unit is not intended for use with clients where domestic and family violence is an issue

Where practitioners believe domestic and family violence or abuse are an issue they need to refer client/s appropriately

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Demonstrate an understanding of the application of current and relevant affect regulation theory, practice and models

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Demonstrate understanding of *historical, current and relevant affect regulation theory and tools*
- 1.2 Demonstrate *awareness of self* including own strengths and limitations
- 1.3 Demonstrate ability to positively manage own relationships including sensitivity to others and ability to respond to the needs of others
- 1.4 Demonstrate ability to appropriately apply *reflective, conceptual, organised and empathic styles* and approaches to a range of situations

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| Elements define the essential outcomes of a unit of competency.   | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.  |
| 2. Undertake program screening and assessment   | <ul style="list-style-type: none"><li>2.1 Discuss the program objectives and format with potential participants to assess the program's suitability for them</li><li>2.2 Identify <i>special needs</i> of potential participants in <i>pre-program assessment</i></li><li>2.3 Identify <i>conditions potentially incompatible with program objectives</i></li><li>2.4 Select participants for program according to <i>selection criteria</i></li><li>2.5 Communicate confirmation of participant acceptance to client and provide referral information to clients not selected</li><li>2.6 Undertake ongoing assessment of the suitability of continued participation in program throughout program</li></ul> |
| 3. Work in partnership with clients to develop their personal and social competence                       | <ul style="list-style-type: none"><li>3.1 Work with clients to develop a greater awareness of self including a sense of responsibility and ownership of own behaviour</li><li>3.2 Work with clients to develop and apply <i>emotional regulation techniques</i></li><li>3.3 Work with clients to develop a greater awareness and understanding of the needs, issues, emotions, feelings, influences and responses of others and the likely impact these may have on relationships</li><li>3.4 Work with clients to develop and apply <i>relationship management techniques</i></li></ul>  |
| 4. Assist clients to monitor and assess their ability to develop and maintain interpersonal relationships | <ul style="list-style-type: none"><li>4.1 Assist clients to reflect on and take responsibility for development of skills and corresponding changes in own lives as a result of development of interpersonal relationship skills</li><li>4.2 Assist clients to set goals for the ongoing development of personal and social competence to promote health, well-being and improved relationships</li></ul>  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Understanding of the application, strengths and limitations of historical, current and relevant affect regulation theory, models and practice
- Knowledge of the variety of emotions in human relationships
- Role and function of emotions in human relationships for example the fight/freeze/flight responses and emotional development and pre-conscious, unconscious and conscious responses
- Different levels of emotional responses including preconscious, limbic, cortical (unconscious and conscious)
- Ways to regulate emotions and challenges for doing this
- Cross-cultural aspects of emotions and emotional regulation
- Difference between relationship conflict and domestic and family violence
- The nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Models of conflict resolution and mediation
- Understanding of a wide range of client groups and cultural diversity

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive critical and constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Work inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these  
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Regulate strong emotions in self and clients
- Demonstrate self-awareness including knowing own goals, beliefs, values, motivators and rules
- Apply reflective, conceptual, organised and empathic styles of thinking when dealing with a range of issues and circumstances
- Assist clients to develop their intrapersonal and interpersonal skills and awareness
- Assist clients to explore their emotions and develop a greater understanding of these in a positive, constructive and safe way
- Assist clients to identify emotional responses which could be detrimental and/or unsafe to self, others and/or relationships
- Assist clients to develop strategies to regulate their emotions



## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Historical, current and relevant affect regulation theory and tools may include:*

- Emotional intelligence
- Attachment theory
- Perception, affect, behaviour theory – CBT
- Strengths based
- Complex developmental trauma
- Emotional iceberg – ‘visible’ or manifest behaviours and primary feelings are represented at the ‘tip of the iceberg’ and deeper seated feelings are hidden below. Up and down regulation of emotional responses
- Neurobiology, psychology and evolutionary psychology
- Primary and secondary feelings
- Intensity of emotions and the differences between people, up and down emotional regulation
- Hierarchical nature of emotional responses and the integration of limbic and cortex brain functions
- Diaries/journals/autobiographic processes
- Reflective exercises
- Case studies/scenarios
- Exercises predicting the responses of others

## RANGE STATEMENT

*Awareness of self may include:*

- Goals, immediate and long term
- Beliefs about ourselves and others
- Values, the things we hold dear
- Motivators
- Rules: the 'shoulds', 'musts' and 'oughts' we live by
- Self-talk, the inner voice that tells us we can or cannot do something
- Non-verbal behaviour
- Personal style
- Skills, strengths and limitations
- Awareness of emotional triggers
- Awareness of filters we use and how we perceive things
- Physiological responses to stressful situations
- The ability to explore the reality base for feelings
- Development of the ability to be open to constructive feedback
- Development of the ability to be realistic about own strengths and limitations

*Reflective, conceptual, organised and empathic styles may include:*

- Reflective – thoughtful, logical, problem solving focus, evaluative
- Conceptual – metaperspective, big picture, decisive, exploratory, strategic
- Organised – planning focus, purposeful, considerate, reliable
- Empathic – helpful, caring, harmonious, spiritual

*Special needs may include*

- Those associated with
  - potential for self harm/harm to others
  - disability
  - literacy level
  - travel
  - childcare

Cultural influences or protocols

## RANGE STATEMENT

*Pre-program assessment may include but is not limited to*

- Phone interview
- One-on-one discussions
- Referral information
- Areas covered may include:
  - level of emotional reactivity
  - criminal history
  - history of assaults
  - mental health history
  - history of emotional or psychological abuse
  - history of physical abuse

*Conditions potentially incompatible with program objectives may include:*

- Presence of domestic family violence or abuse in current relationships
- Mental illness
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

*Selection criteria may include*

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

## RANGE STATEMENT

*Emotional regulation techniques may include but are not limited to:*

- Understanding and empathy for others relies on understanding of self
- The development of personal competence to better manage self including an understanding of strengths and limitations and a capacity for emotional regulation
- Identifying and avoiding situational triggers eg excessive amounts of alcohol, private meetings with an ex-partner
- Recognising emotional triggers and avoiding them
- Recognising early warning signs including physiological signs and symptoms for emotional escalation and removing oneself from the triggers or employing counter measures for example, time out, relaxation techniques, positive thinking, mental exercises
- Awareness of self including beliefs, values, emotional 'hot buttons' and developing a context for feelings and emotions
- Establishment of clear boundaries where identification of own issues is made and separated from issues of others
- Development of assertive behaviour including recognition of own needs and ability to assertively communicate these
- Identify and process issues in order to diffuse the issue and its impact
- Using exploration of 'worst case scenarios' and dealing with these to alleviate anxiety about issues
- Recognising and appropriately responding to stressful feelings
- Adoption of positive self-talk and building of self-esteem based on realistic perception of self, strengths and growth areas
- Development of effective and appropriate support networks
- Identify and use appropriate mentor/coach
- Identify and foster environments and conditions for effective emotional management

## RANGE STATEMENT

*Relationship management techniques may include:*

- Developing an appreciation of others and an ability to sensitivity respond effectively to their feelings
- Finding and working from common ground
- Negotiation and compromise
- Assertive and effective and respectful communication
- Working within a child focussed framework
- Using strengths based approaches to relationships
- Identify and fostering environments, opportunities and conditions for effective relationship management

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with clients to assist them to develop emotional regulation and develop and maintain better interpersonal relationships as a result
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with a range of clients to assist them to develop emotional regulation

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through working with clients in groups or individually to assist them to develop emotional regulation
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role





## **CHCFAM523A**

### **Manage training and development activities for relationship practitioners**

#### **Unit Descriptor**

This unit of competency describes the skills and knowledge required to monitor the training and development of educators to facilitate the delivery of quality programs

It also includes competencies related to the design and delivery of training and development activities for educators

#### **Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

#### **Pre-/co-requisites**

This unit should be assessed after achievement of the following related competency unit(s):

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships
- CHCFAM407A Work effectively in relationship work
- CHCFAM408A Relationship and family work in the context of the agency and sector

#### **Application**

This unit applies to those involved in training and development of educators and includes competencies related to the design and delivery of training and development activities for educators

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |   |
|---|---|
| 1. Monitor training and professional development undertaken by relationship practitioners | <ul style="list-style-type: none"><li>1.1 Consult with practitioner to determine the <i>types of training and development</i> needed in order to help the practitioner meet the demands of their role in program delivery and to meet agency/organisation/funding body requirements</li><li>1.2 Provide advice and information on the most appropriate training and development for practitioners</li><li>1.3 Evaluate training to be undertaken by practitioner against identified program needs, practitioner needs and available resources</li><li>1.4 Encourage practitioner undertaking training to raise problems or difficulties</li><li>1.5 Encourage practitioner to evaluate their progress towards achieving their learning goals for the training and development undertaken</li><li>1.6 Provide opportunities for training and development for practitioner within approved budgets</li><li>1.7 Provide further guidance and recommendations for future training and development based on practitioner evaluations and current performance</li><li>1.8 Maintain appropriate training and development records for practitioners in accordance with organisation or funding body guidelines and requirements</li></ul> |
|---|---|

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |  |   |
|--|---|
| <p>2. Plan and facilitate access to professional development for practitioners</p> | <p>2.1 Identify specific training and development needs of practitioners</p> <p>2.2 Develop professional development plans in consultation with practitioners</p> <p>2.3 Identify resources required for professional development</p> <p>2.4 Organise resources to ensure efficient and effective access to professional development</p> <p>2.5 Apply a systemic approach to professional development to ensure processes are revised and modified as necessary to meet the stated learning needs of practitioners</p> <p>2.6 Provide support and feedback to practitioners to encourage the development of a critically reflective approach to work</p> <p>2.7 Provide opportunities for practitioners to practice and utilise their learning in order to achieve the specific outcomes stated for the professional development</p> <p>2.8 Collect and document evidence of satisfactory performance by the practitioner against the stated objectives for the professional development activity</p> |
| <p>3. Plan and conduct professional development activities</p>                     | <p>3.1 Clarify the purposes and objectives of professional development activity to determine if they are achievable</p> <p>3.2 Develop professional development activity in line with purposes and objectives</p> <p>3.3 Estimate costs and compare against proposed budgets for professional development activity</p> <p>3.4 Establish promotion and engagement strategies and provide information within designated timelines</p> <p>3.5 Make contingency arrangements to ensure the smooth running of the professional development activity</p> <p>3.6 Produce required resources and other products within required timeframes</p> <p>3.7 Evaluate products and processes of professional development activity</p>  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Methods to assess training and development needs of practitioners working in a diverse range of programs with a wide range of client groups
- Methods for assessing and evaluating professional development
- Available training opportunities and resources
- Professional development approaches and methodologies which are appropriate for relationship practitioners
- Current trends and issues in relationship education
- Good understanding of work in the area of relationship education
- Budgeting, resource allocation
- Models and roles and responsibilities of supervision, mentoring and coaching
- Conflict resolution and mediation

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Analyse individual needs for training
- Balance individual and organisation needs for training and development
- Prioritise and allocate scarce resources to maximise the achievement of organisation and individual outcomes in the area of professional development
- Provide effective coaching, mentoring and supervision for relationship practitioners
- Facilitate educators to develop a self-reflective approach to accessing training for professional development
- Analyse develop and implement systems
- Solve problems
- Integrate theory and practice of relationship education
- Analyse and evaluate external sources of training for suitability
- When working with relationship practitioners, model effective, respectful and inclusive communication skills, particularly in relation to providing them with expert support and guidance in relation to their own professional development

These skills to include:

- listening
  - empathic responding
  - paraphrasing, summarising, questioning
  - body language
  - models of conflict resolution, assertiveness
  - sense of humour, tact and sensitivity
  - Give and receive constructive feedback
  - Deal sensitively and assertively with conflict and potentially difficult situations
  - Work inclusively with the whole person, considering the range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these
- This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Types of training and development may include but are not limited to:*

- Participation in training in groups
- Access to education and training to individuals
- Face to face formats
- Distance education
- Coaching/mentoring
- On the job training
- Training delivered from within the agency or by an external source
- Undertaking formal and informal training including recognised training, on and off the job
- Work placements in other agencies or with other programs within own agency
- Review of current journals, articles, texts
- Undertaking supervision
- Application of reflective work practice
- Attendance at conferences, seminars, meetings
- Through opportunities to network
- Through membership of professional associations
- Staff training and development may vary in accordance with:
  - agency/organisation funding policies and guidelines
  - the scope of the role of the educator
  - paid or volunteer, full time or part time nature of the educator's role

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of managing the training development activities for relationship practitioners
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with relationship practitioners in a supervisory coordination role providing coaching, mentoring and support for professional development

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the management of training and development activities for relationship practitioners
  - realistic simulations, projects, previous relevant experience or oral questioning on “what if?” scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM801A

## Develop an understanding of child inclusive practice

### Unit Descriptor

This unit of competency describes the skills and knowledge required to become familiar with models of child inclusive work, and specifically to facilitate parents to participate in a child inclusive counselling or dispute resolution process

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

Working within a child inclusive framework is an accepted standard of practice in the context of family relationship work and family law legislation

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Assess appropriateness of the case for a child inclusive approach

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Recognise and explore a family situation that may indicate/involve child abuse or neglect
- 1.2 Implement protocols for child protection as per legislation and organisation policy
- 1.3 Provide the participants with appropriate *support service referrals*
- 1.4 Assess the participant's actions with consideration or any detrimental affects to the best interests of the child
- 1.5 Withdraw services when unsatisfactory behaviour or situations continue to place the child/ren at risk and follow organisation procedures for follow up actions

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| Elements define the essential outcomes of a unit of competency.  | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.  |
| 2. Engage parents in the approach, with appropriate contracting  | <p>2.1 Self assess competence to engage with parents in the context of facilitating child inclusive process and feedback</p> <p>2.2 Seek support from experienced and qualified practitioners in situations of case complexity dependent organisation context</p> <p>4.2 Communicate the role of child consultant to parents/carers and children</p> <p>4.3 Clearly describe the differences between the dispute resolution practitioner and counsellor role and that of the child consultant</p> <p>4.4 Obtain consent from children and adults to engage a child consultant in the dispute resolution process.</p> <p>4.5 Engage a child consultant with appropriate experience and skill</p> <p>4.6 Provide a child appropriate environment and resources to support the child's participation</p> |
| 3. Facilitate the child inclusive process and feedback   | <p>3.1 Acknowledge aspirations and feelings of parents or carers and at the same time remain focused on the <i>needs of the child</i> in dispute</p> <p>3.2 Invite parents and/or carers to view the situation from the child's point of view</p> <p>3.3 Discuss with the parents/carers the appropriateness and usefulness of engaging children in part of the dispute resolution process</p> <p>3.4 Assist parents/carers who may be distracted by their own interpersonal disputes or conflicts, to re focus on their caring and parental roles</p>  |
| 4. Integrate the children's needs and views into the ongoing counselling or dispute resolution process | <p>4.1 Engage the services of a <i>child consultant</i> to represent the needs, perceptions and attachments of each child to each parent/carer in the dispute</p> <p>4.2 Apply knowledge of core research findings to family dispute resolution or counselling process where child's needs and views are to be incorporated into interventions and supports</p> <p>4.3 Communicate with the child consultant about the child's best interests and any methods of integrating child's need and views into counselling or dispute resolution processes</p>  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Contemporary research in the provision of conflict management approaches and the inclusion of children in conflict resolution processes
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of culturally and linguistically diverse families and communities
- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment) Act
- Impact of conflict, particularly high and or/ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients
- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations
- Community, educational or other resources for referral or use within the dispute resolution or counselling process
- Other dispute resolution or counselling options such as litigation or community based interventions, as well as their strengths and limitations
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Apply dispute diagnostic skills including:
  - recognising indicators of substance abuse
  - recognise and respond appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
  - identifying, responding to and managing cultural dimensions of the conflict
  - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
  - effective liaison and working relationships with other allied professionals
  - establishing and maintaining trust and respect
  - encouraging client self determination
  - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
  - applying age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict
- Apply content management skills including:
  - obtaining, identifying, analysing, prioritising and evaluating information
  - assessing the issues and options and reasoning logically
  - reading, comprehending and using relevant documentation
  - writing clearly and concisely using neutral language
  - creating, maintaining and organising records and materials in an appropriate manner
  - eliciting information from other professionals in the dispute resolution process
  - using and exchanging information in a manner that broadens rather than limits the participants options
- Apply process skills including:
  - conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
  - assisting participants to articulate concerns, negotiate and develop and agenda
  - assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
  - work within a child focused approach using appropriate strategies for engagement.
  - encourage clients to focus on future options and contingencies and to create and assess workable options
- Assist clients to understand consequences of their suggestions and plans

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Detrimental effects of parental/carer ongoing high level conflict on children may include but are not limited to:*

- Trauma
- Stress
- Depression
- Problems developing social skills
- Feelings of isolation and self blame
- Grief and loss
- Mistrust
- Difficulty forming and maintaining relationships
- Difficulty determining appropriate expressions of emotions

*Child focused practice in this context requires:*

- Working with the parents/carers and facilitating feedback from the child's perspective about issues related to:
  - separation and divorce
  - ongoing parental/carer conflict
  - future needs and wants of the child
  - child's past and present experiences of ongoing parental/carer conflict

*Needs of the child may include:*

- Emotional , physical safety and protection from neglect and abuse
- To choose to participate
- To participate in planning for actions directly involving the child or young person
- Participate in age appropriate activities
- Relationship interactions with significant others
- To express emotions, concerns, feelings and wants and particular experiences

*Experienced and skilled staff may include:*

- Child counsellor/therapist
- CHILD consultant
- Psychologist
- Social worker
- Lawyer
- Child protection worker

## RANGE STATEMENT

*A child consultant is:*

- A highly specialist role and assesses the children's experience of conflict and separation issues
- Normally, independent of the dispute resolution practitioner role

*Risk of harm to children and young people may require practitioners to:*

- Respond to child abuse and neglect issues according to and as defined by state laws
- Where mandatory reporting applies, practitioners must abide by that particular child protection legislation
- Adhere to professional codes of ethics and conduct in matters of alleged or substantiated child abuse or neglect
- Engage the services of a child consultant

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit:
  - consistency of performance should be demonstrated over the required range of situations relevant to the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment*

- Observation in the work place is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Child inclusive *facilitation skills* involving actual *client* contact are to be assessed *initially* in a simulated setting. If successful, *a number of further assessments* are to be conducted during workplace application with *actual client families* under direct supervision of an experienced and qualified practitioner and over a period of time
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM802A

## Work within a child inclusive framework

### Unit Descriptor

This unit of competency describes the skills and knowledge required to specialise in the role of child consultant, within child inclusive family law mediation or counselling process

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-requisites

This unit should be assessed after achievement of the following related competency unit(s):

- CHCFAM801A Develop an understanding of child inclusive practice

In addition, the candidate must have demonstrated experience and training in child and family counselling

### Application

Working within a child inclusive framework is an accepted standard of practice in the context of family relationships work and family law legislation

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Engage with and gather appropriate developmental history from parents
2. Engage children and young people in assessment interviews

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Take an appropriate history about the child in question, relative to the presenting concern
- 1.2 Engage parents in establishing trust and confidence in the child consultant's role
- 2.1 Use a range of verbal and non verbal and projective interview methods and their appropriate application to gain an understanding of child needs and views.
- 2.2 Explain role and boundaries of child consultant role to children
- 2.3 Explain and familiarise children with organisation process as necessary in the counselling or dispute resolution context
- 2.4 Formulate the resultant content and process material from the child, including documentation requirements as required by the organisation

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| Elements define the essential outcomes of a unit of competency.  | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.  |
| 3. Formulate the child's material into a working knowledge of their needs and experiences, inline with their developmental stage | 3.1 Come to a clinical understanding of the child's experience of conflict and separation issues, weighed by their developmental level and other salient factors in the case<br>3.2 Consider how best to communicate these findings to the parents or adult parties responsible for the child   |
| 4. Communicate needs, rights and interests of children and young people as expressed by them                                     | 4.1 Engage significant others and assess their ability to accept child/young person opinions, views and concerns<br>4.2 Communicate children's and young peoples opinions, views and concerns to parents using the child's/young people's own words and expressed efforts<br>4.3 Facilitate communication between children and/or young people and significant adults as appropriate<br>4.4 Provide timely and sensitive feedback to significant adults<br>4.5 Model to significant adults appropriate inclusion of children and young people needs and views in planning and decision making |
| 5. Ensure safety of children and young people in participation process   | 5.1 Explain to children and young people, agency and/or worker actions, for ensuring safety and minimising risk<br>5.2 Undertake risk and safety management of children and young people<br>5.3 Seek feedback from children and young people<br>5.4 Debrief children and young people after incidents<br>5.5 Implement support systems for children and young people to ensure emotional and physical safety<br>5.6 Create and maintain a child and young person friendly environment<br>5.7 Identify and monitor family relationship dynamics and issues                                     |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Impacts of family separation and attachment distress, and an ability to identify them through observation
- Understanding of developmental sequelae of separation and conflict
- Working knowledge of child development (social, physical, cognitive and emotional), lifespan development, attachment theory, developmental models, family systems theory and theories on the vulnerability and resilience of children in high level parental conflict contexts
- Grief and loss responses of children who have experienced high levels of parental conflict and separation
- Importance of peer relationships for children
- Communication models working with and engaging children
- Relationship and implications of family violence, substance use, mental illness, disability
- Legislation relevant to position and service
- Child's physical and emotional reactions to separation, conflict and violence, trauma
- Aspects of the case management processes relevant to position and organisation context
- Organisations policies, procedures and protocols in relation to child inclusive practice
- Principles and practice standards for working within the child's best interests
- Legal responsibilities and duty of care
- Child inclusive/centered practice strategies
- Indicators, effects and dynamics of abuse and neglect
- Parenting and family dynamics in different cultures
- Child rights to protection, active right to participate, to choose course of action and make decision at their level of ability
- Conflict of Interest, confidentiality and limitations of confidentiality in child inclusive practice
- Indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems
- Range of service options for referral
- Child psychopathology
- Psycho-emotional development of the child
- The inner world of the child and its expression through play and behaviour

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Recognise and work with abnormal developmental process and psychopathology in presenting children
- Work with a range of verbal, non-verbal and projective interview methods and their appropriate application
- Formulate the resultant content and process material for the child
- Engage children in assessment using effective:
  - age appropriate language and interview techniques
  - non verbal communication
  - case notes recording
  - empathy and rapport building
  - observation
  - active listening
- Implement conflict resolution and negotiation skills when required in communications with parents/carers
- Advocate for the rights and safety of the child client
- Complete risk assessment for the safety of children's participation in the interview and subsequent processes
- Facilitate referral to other specialist or support services as a result of thorough assessment and when appropriate
- Interview and engage families in communication exchanges that are meaningful and contribute to the best interests of the child through dispute resolution or counselling processes
- Set boundaries for roles and actions as the child consultant
- Manage grief and change processes during the interview processes with children
- Establish a professional relationship with children as the child consultant
- Interview children for the purpose of gathering information about their needs and views of situations affecting them as a result of parental separation, conflict or divorce
- Analyse information gathered and formulate
- Work autonomously for short periods of time in highly complex family work situations
- Maintain positive assertiveness when communicating with resistant behaviour of parents and or carers

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Engagement strategies may include:*

- Appropriate use of language considering the age and developmental stage of the child/young person
- Creating a child friendly environment
- Storytelling
- Narrative approaches
- Active listening
- Role play
- Use of toys, puppets, books and other child centred resources, sand play, drawing

*Communication may include:*

- Non verbal communication
  - gestures
  - posture
  - facial expression
  - eye contact
- Child directed/centred dialogue
- Active listening
- Open non leading questions
- Summarising
- Paraphrasing
- Reframing
- Drawing

*Significant adults may include but is not limited to:*

- Biological parent
- Carer
- Step parent
- Sibling
- Relative
- Non resident and resident parents
- Foster Carer

*Organisation processes may include but are not limited to :*

- Intake and assessment interviews
- Risk and safety management
- Ensure confidentiality
- Case management and associated activities
- Recording information

## RANGE STATEMENT

*Documentation may include:*

- Case notes
- Observation recording
- Incident reports
- Progressive case notes
- Documentation prepared for legal systems
- Case plans
- Assessment reports
- Intake records
- Appropriate forms

*Needs, rights and interests of children may include but are not limited to:*

- Emotional and physical safety
- Right to choose to participate
- Right to participate in planning for activities directly involving the child/young person
- Right to empowerment and decision making
- Participation in age appropriate activities
- Choice of relationship interactions
- Express feelings and needs
- Protection from abuse

*Ensuring safety and minimising risk may include:*

- Following organisation policy and procedure
- Identifying and responding to indicators of abuse and/or, neglect
- Creating a safe environment for child/young people to interact and participate
- Making sure resources and equipment meet safety standards
- Adhering to relevant legislation requirements to ensure the safety of children and young people
- Seeking expert advice and referral where risk factors are beyond the response expertise of the worker

*Family relationship dynamics and issues may include but are not limited to:*

- Mental health
- Alcohol and other drug issues
- Separation and divorce
- Grief and loss
- Intergenerational issues
- Family systems
- Domestic and family violence
- Abuse and neglect
- Hostility and aggression
- Depression
- Disability
- Social isolation
- Cultural contexts
- Step/blended families

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Supervision of child inclusive practice is essential to the development of adequate competency, including group supervision, individual supervision and observation of performance
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Process notes and videoed sessions, are optimally used for assessment. However, simulations may be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - access to an organisation with a child inclusive framework
  - access to appropriate child interview/assessment tools
  - access to a specialist, qualified and experienced supervisor of child consultants/ or child inclusive practices

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Child inclusive *skills* involving actual *client* contact are to be assessed initially in a simulated setting
- If successful, *a number of further assessments* are to be conducted during workplace application with *actual client families* under direct supervision of an experienced and qualified practitioner and over a period of time
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFAM806A

## Assist clients to develop parenting arrangements

### Unit Descriptor

This unit of competency describes the skills and knowledge required to understand and assist parents to prepare parenting plans and arrangements in post separation contexts

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit applies to practitioners required to assist parents to develop and manage parenting arrangements in accordance with the requirements of the Family Law Act

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Assess current parenting practices

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Highlight *problematic areas for parents* to address and manage in the development of parenting arrangements
- 1.2 Conduct risk assessment for the protection and safety of all parties concerned.
- 1.3 Identify areas of significant distress/disorder and refer on where appropriate
- 1.4 Identify *family of origin issues* and kinship dynamics
- 1.5 Manage overt conflict and open hostility between parties so that successful negotiations may be achieved
- 1.6 *Explore the needs of the family* to ensure expectations of parenting arrangements are realistic and achievable

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |  |
|---|--|
| 2. Assist clients to agree on outcomes for parenting arrangements | 2.1 Inform clients of the <i>requirements and processes</i> under the Family Law Act for the preparation of parenting arrangements   |
|   | 2.2 Inform clients of their rights and responsibilities in relation to establishing parenting arrangements                           |
|   | 2.3 Encourage parents to consider the <i>expressed needs of the child and/or young person</i> when developing parenting arrangements |
|   | 2.4 Set systems in place that will monitor and review parenting arrangements where necessary   |
|   | 2.5 Prepare parenting arrangements within the framework of <i>child focused practice</i>   |
| <br>3. Monitor parenting arrangements                             | <br>3.1 Set review timeframes for established parenting arrangements in collaboration with all parties                               |
|   | 3.2 Assist clients to review parenting arrangements regularly and to negotiate modifications or new arrangements as required.        |
|   | 3.3 Identify and manage any <i>issues that may arise as a result of revised parenting arrangements</i>                               |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment) Act and how these are developed into accepted parenting plans
- An understanding of the sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients
- Age appropriate methods of relating to and eliciting perceptions, information and responses from children
- Knowledge of impact of conflict, particularly high and or/ongoing conflict, on children, and the use of child focused techniques to address and minimise these impacts
- Understanding of the nature of domestic violence. Screen for indicators of family violence and its effects, power and gender issues, child abuse and associated criminal issues which may be present and impact on parenting arrangements
- Understanding of basic legal concepts and the law pertaining to the issues being discussed, and an ability to seek expert advice where necessary to clarify any legal issues including:
  - separation and divorce
  - asset division
  - maintenance
  - residence and contact
  - privacy and confidentiality
  - breaches of law and major trends in case law relating to the issues referred to above
- Awareness of issues impacting on separated parents and children in high conflict relationships attempting to establish parenting arrangements, examples may include: grief and loss, poverty, unresolved conflict, violence, abuse, alienation, isolation
- Understanding of own family of origin and importance of self awareness when working with separating and high conflict families
- Awareness of dynamics of wider kinship networks and their importance in development of parenting arrangements
- Understanding of *key concepts and principles* of each of the following theories and how these apply to the process of assisting clients to develop parenting arrangements:
  - attachment
  - family systems
  - human development
  - family, couple, and child dynamics in normal developmental and abnormal forms

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Recognise the complexities of relationships both in and out of the immediate family environment and consider this in the context of assisting clients to develop parenting arrangements
- Apply age appropriate techniques when engaging children in the process of establishing their needs and wants regarding parenting arrangements.
- Undertake risk assessments for issues of domestic and family violence and child protection issues in regard to parenting arrangements
- Identify and consult relevant legislation to ensure parenting arrangements meet any requirements of legislation
- Identify appropriate steps to ensure own values do not impact on decision making in practice
- Seek expert advice where necessary
- Apply the basic concepts of a range of conflict management processes including:
  - conciliation
  - negotiation
  - mediation

### *Relationship skills:*

#### Ability to:

- Create and maintain rapport with clients and colleagues and allied professionals
- Establish and maintain trust
- Respect the clients rights to participate and make informed decisions about parenting arrangements
- Encourage client self determination and the inclusion of child's best interest

### *Content management skills include:*

#### Ability to:

- Obtain, identify, organise, analyse, prioritise and evaluate information
- Assess the issues and options and reason logically
- Read, comprehend and use relevant written materials
- Write clearly and concisely, using neutral language
- Create, maintain and organise records and materials in an appropriate manner

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Factors effecting current parenting practices and possible family of origin issues may include:*

- Socio economic influences
- Mental health concerns of a family member
- Drug and alcohol issues
- Disability of a family member
- Isolation from previously established networks
- Intergenerational and family of origin issues
- Specific Cultural Factors, isolation and alienation
- Stress disorders
- History or presence of domestic and family violence and abuse
- Ineffective communication and relationship formation

*Needs of the family may include:*

- Information on issues affecting decision making about parenting arrangements
- Referral to other support services
- Advocacy services
- Access to counselling or relationship education services
- Access to or facilitated referral to Children's Contact Services

*Express needs of the child and young person may include but is not limited to:*

- Type, frequency and length of contact with parents
- Preference for recreational and social activities
- Education and peer relations
- Contact and relationship with significant others and/or extended family
- Place of residence
- Preferred communications styles with parents and significant others

*Child focused practice includes:*

- Engaging with the child and or young person using appropriate strategies to ensure their primary needs and concerns are identified and presented for inclusion in the development of parenting arrangements.

## RANGE STATEMENT

*Issues that may arise as a result of reviewed parenting arrangements may include:*

- Need to consult and notify other individuals or agencies of changes to the arrangements in relation to legal or other obligations
- Further screening for domestic and family violence or abuse
- Review of any relevant court orders
- Referral to other agencies may be required e.g. family relationship counselling

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit. However, where assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Assessment must demonstrate understanding of the regulations of the Family Law Act in the relation to the development of shared parenting arrangements and the best interests of the child

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Method of assessment:*

- Observation in the workplace (if possible) *together with a possible combination of the following:*
  - Written assignments/projects or questioning should be used to assess knowledge
  - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## UNIT CHCFC1C Support the development of children in the service

### Unit Descriptor

This unit applies to workers who support the physical, social, emotional, psychological, language and creative development of children of the relevant age group.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Support the development of children within the relevant age group               | <ul style="list-style-type: none"><li>1.1 Encouragement is provided for each child's own level of performance</li><li>1.2 Language used is at an appropriate level of complexity and friendliness</li><li>1.3 Communications initiated with the child are relevant to the child's interests and capabilities</li><li>1.4 Expectations of the child's behaviour are appropriate to their stage of development</li><li>1.5 Any behaviour management strategies used are appropriate to the child's level of understanding</li><li>1.6 The amount of assistance provided reflects the developmental capabilities of the child</li><li>1.7 The type of assistance provided fosters the development of autonomy</li><li>1.8 Communication initiated by children is respected, responded to and followed up</li></ul> |
| 2. Support the physical development of children within the relevant age group      | <ul style="list-style-type: none"><li>2.1 Daily routines are used as opportunities to acquire and practice skills</li><li>2.2 Equipment, games and toys are made accessible which will develop skills</li></ul>   |
| 3. Support the social development of children within the relevant age group        | <ul style="list-style-type: none"><li>3.1 Celebrations of special occasions which are culturally appropriate are supported</li><li>3.2 Opportunities for one to one, small group and larger group interaction are provided</li><li>3.3 Appropriate communication is modelled to children</li><li>3.4 Diversity is acknowledged, valued and respected in the way workers talk about children and to children</li></ul>   |
| 4. Support the emotional and psychological development of children of the same age | <ul style="list-style-type: none"><li>4.1 Opportunities are provided for individual children and groups of children to make their own decisions where circumstances safely allow</li><li>4.2 Children's efforts are acknowledged, encouraged and appreciated</li></ul>  |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | <p>4.3 Individual attention is given to each child</p> <p>4.4 Children's feelings are responded to openly and with respect</p>   |
| <p>5. Support the language development of children of the relevant age</p>            | <p>5.1 The child is encouraged to express themselves verbally</p> <p>5.2 Experiences are provided to expose children to a range of language forms</p>  |
| <p>6. Support the creative development of children of the relevant age</p>            | <p>6.1 Opportunities are provided for children to utilise the range of their senses</p> <p>6.2 Children are encouraged to express their imagination and creativity within their play and interactions</p> <p>6.3 Experiences are provided which encourage children to explore a variety of methods of self expression</p> <p>6.4 Appropriate resources, material and equipment are made available for children to initiate their own creative activities</p> |
| <p>7. Support the cognitive development of children within the relevant age group</p> | <p>7.1 Environments and opportunities are provided to stimulate cognitive development</p> <p>7.2 Encouragement is provided for children to explore and problem solve with materials and diverse experiences</p>  |

## RANGE STATEMENT

*Opportunities that can be provided to support children's development will vary according to a number of factors in the service, such as:*

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies eg. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

*Skills related to physical development may include:*

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills
- Balance
- Locomotion

*Opportunities for social interaction may include:*

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

*Special occasions may include:*

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals
- Beginning and end of school term or holidays
- Cultural events
- Graduation from child care service

## RANGE STATEMENT

*Differences among children may include:*

- Gender
- Race and culture
- Age
- Interests and preferences
- Social context and lifestyle
- Communication style
- Personality
- Length of time attending service/child care
- Abilities

*Opportunities provided for social interaction will vary according to the age of the children. For babies and infants:*

- Trusting relationships are developed with familiar adults
- Adults work at eye level with infants
- Care routines are used for social interaction
- Adults talk, sing and recite poems with infants
- Adults listen to infants and respond

*Language forms may include:*

- Verbal and written
- Formal and colloquial, informal
- Fun and serious styles

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i>     | Critical aspects of assessment demonstrated ability to work effectively with young children within a historical and philosophical framework of child care delivery  |
| <i>Interdependent assessment of units:</i> | <p>This unit should be assessed with the related units:</p> <ul style="list-style-type: none"><li>• CHCCN2C Care for children</li><li>• CHCIC1C Interact effectively with children</li></ul>  |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Introductory knowledge of child development for children aged 0 to 5 years or 6 to 12 years</li><li>• Inclusion and acceptance of all children regardless of their race, gender or ability is understood</li><li>• Importance of childhood</li><li>• Interest in and enjoyment of children</li><li>• Relevant Quality Improvement and Accreditation Principles</li></ul>                              |
| <i>Essential skills:</i>                   | <ul style="list-style-type: none"><li>• Communicate with children</li><li>• Reflect on own practices</li></ul>  |
| <i>Resource implications:</i>              | <p>Assessment requires access to a range of opportunities defined in the Range Statement, This includes children of different:</p> <ul style="list-style-type: none"><li>• Gender</li><li>• Race and culture</li><li>• Age</li><li>• Interests and preferences</li><li>• Social context and lifestyle</li><li>• Communication style</li><li>• Personality</li><li>• Length of time attending service/child care</li><li>• Abilities</li></ul> |
| <i>Consistency of performance:</i>         | <ul style="list-style-type: none"><li>• Assessment of competency may be conducted on one or more occasions</li><li>• Assessment should consider the range of differences among children identified in the range statement</li></ul>   |

## EVIDENCE GUIDE

*Context of assessment:*

This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions

## UNIT CHCFC2C Foster and enhance children's development

### Unit Descriptor

This unit relates to the delivery of activities that are appropriate to children's developmental stages and needs and that foster independence and social interaction. Work would be based on programs developed for that purpose and would comply with relevant health and safety procedures. This unit maps to the following units from CHC99:

CHCFC2A Foster the physical development of children

CHCFC3A Foster the social development of children

CHCFC4A Foster the emotional and psychological development of children

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Create opportunities for children to develop and practice a wide range of physical skills that develop independence and autonomy | 1.1 Opportunities are planned and provided that are appropriate to the child's stage of development, and capabilities and within the context of resources available      |
|   | 1.2 Developmentally appropriate equipment materials, resources and toys are selected and made available and accessible   |
|   | 1.3 Learning and play resources are chosen to provide positive, non stereotypical images of children   |
|   | 1.4 Opportunities are created for children to participate in decision making and to accept responsibility for their own actions including through staged decision making |
|   | 1.5 Opportunities are planned and provided for children to explore their individual strengths in a variety of roles  |
|   | 1.6 Opportunities are provided that promote co-operative interaction between children.   |
|   | 1.7 Activities and the environment and are arranged to provide a variety of experiences that will develop children's creativity, imagination and self expression         |
|   | 1.8 Children 'at risk' are identified and their development is monitored   |
|   | 1.9 Specialised assistance is sought where necessary to assist in developing appropriate experiences for children's development  |
|   | 1.10 Opportunities for different forms of social interaction between children are planned and matched for each child's needs, interests and                              |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | development stage  |
| 2. Provide experiences that promote mutual support and cooperation and the value of diversity | <p data-bbox="659 344 1283 448">2.1 Experiences are planned and provided that promote the development of respect for individual differences</p> <p data-bbox="659 465 1353 568">2.2 Support is given to children who have difficulty in interacting with others to establish and maintain friendships and group membership</p> <p data-bbox="659 586 1326 651">2.3 The environment is set up to accommodate a child's need for privacy, solitude and/or quiet</p> <p data-bbox="659 669 1310 734">2.4 Children are addressed as group members as well as individuals</p> <p data-bbox="659 752 1369 855">2.5 The family's language is identified and bilingual practices are used as relevant and materials in the child's language are integrated into experiences</p> <p data-bbox="659 873 1342 938">2.6 Parents and family members are encouraged to participate in activities with the children</p> <p data-bbox="659 956 1334 1021">2.7 The child's cultural experiences are integrated into skill development opportunities</p> <p data-bbox="659 1039 1262 1104">2.8 Specialised assistance is sought and used wherever required and available</p> |
| 3. Provide experiences aimed at developing self esteem, self concept                          | <p data-bbox="659 1171 1342 1314">3.1 Experiences are selected that are developmentally appropriate and will provide challenge, choice and encourage independence within a supportive environment</p> <p data-bbox="659 1332 1278 1397">3.2 The child's confidence is monitored while attempting more challenging activities</p> <p data-bbox="659 1415 1362 1559">3.3 Acknowledgment and support are given if the child experiences frustration and children are encouraged to see "mistakes" as opportunities to learn</p>   |
| 4. Interact appropriately with the child to foster development                                | <p data-bbox="659 1619 1353 1684">4.1 Children are listened to attentively to encourage them to express their needs and feelings</p> <p data-bbox="659 1702 1318 1805">4.2 Encouragement is given to children to ensure they engage in learning a range of physical skills.</p> <p data-bbox="659 1823 1366 1888">4.3 Worker participates in all relevant activities with the child/children</p> <p data-bbox="659 1906 1299 2009">4.4 Statements to encourage both the children's confidence and safety awareness are communicated</p> <p data-bbox="659 2027 1350 2058">4.5 Children are spoken to clearly and frequently in</p>   |



| ELEMENT | PERFORMANCE CRITERIA                                 |
|---------|--|
|         | language that is appropriate to the age of the child |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Opportunities to support children's development will vary according to a number of factors, such as:*

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies eg. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child
- Age of the child

*Physical skills may include:*

- Skills in motor areas - fine and gross motor
- Dexterity
- Eye - hand coordination
- Balance
- Locomotion
- Coordination

*Opportunities to develop physical fitness skills may include:*

- Active games
- Sports
- Exercises
- Setting up venue/environment
- Range of environments and equipment
- Socio dramatic play
- Play with construction materials
- Art activities

*Opportunities to develop relevant physical skills will vary according to the age/disability of the child -*

*For infants:*

- Equipment and toys such as cradle toys, objects

## RANGE STATEMENT

to explore by mouth, swinging toys, rattles, toys  
to poke, squeeze and push along

*For toddlers:*

- Opportunities provided to practice new skills of walking, climbing, balancing and pushing and pulling wheeled toys

*For 3 to 5 years old:*

- Opportunities to develop fine motor skills such as puzzles, peg boards, beads to string, construction sets, crayons, brushes, scissors
- Opportunities to practice large muscle skills such as running, jumping, catching a ball etc.

*For 6 to 12 years old:*

- Opportunities for development of balance, skilled climbing, riding, skating opportunities to develop skills in running, kicking, catching, skipping, throwing, writing, drawing, gluing etc.

*Opportunities provided to develop skills may need to be adapted to accommodate factors such as:*

- Availability of indoor and outdoor facilities
- Environment
- Venue/location
- Type of service
- Workers own physical capabilities
- The desire and ability for children to set up equipment themselves
- Safety considerations
- Peer group pressure

*Interaction may be with a variety of people including:*

- Children of same age
- Children of different ages
- Adults

*Diversity among children may include differences due to:*

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities

## RANGE STATEMENT

- Socio economic factors

*The acceptance of differences among children will be affected by:*

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

*Activities that promote social interaction will vary according to the age of the children -*

*For toddlers:*

- Create opportunities for children to play together and in small groups
- Adults encourage independence and give support when children need it
- Enough equipment is provided for several children to play with similar toys
- Adults demonstrate understanding that children develop the ability to share toys at varying ages

*For 3 to 5 year old children:*

- Create opportunities for children to work together in small and large groups
- Provide culturally appropriate materials for children to use creatively and for role play
- Adults support children who find it difficult to play in a group

*For 6 to 12 year old children:*

- Peer group interaction is very significant
- Establish initiatives to link children with a wider range of children to encourage broader interaction
- Development of trusting relationships with adults/workers
- Allow children to establish and maintain friendships and groups
- Opportunities for children to play without adult intervention are provided

*Individual differences may include:*

- Age
- Gender

## RANGE STATEMENT

- Family background and lifestyle
- Abilities and disabilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

*Non stereotypical images could include:*

- Children and adults of both genders engaging in a range of activities
- Children of a range of races
- Range of appearances
- Range of abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated ability to plan and arrange a range of developmental opportunities which are matched to the developmental stage and specific needs of the children and which will enhance their development
- Demonstrated ability to provide opportunities for children to interact positively with other children and to accept individual differences giving due regard to age, cultural, and development of children
- Demonstrated ability to engage with children to promote their participation in activities

*Essential knowledge:*

- Knowledge and understanding of the stages of children's physical development and skill development
- Appropriate Experiences to target areas of physical development
- Common needs of children with a sensory/physical disability
- Equipment, toys and resources that can be used to stimulate physical development
- Knowledge of interaction between physical development and other areas of development - especially social and psychological development
- Relevant organisational standards policies and procedures
- Different beliefs about development due to culture, community, family beliefs
- Organisational standards, policies and procedures

*Essential Skills include:*

- Reflective practice
- Acceptance of each child's rate of development, needs, interests and strengths
- Planning
- Interpersonal skills
- Team building skills
- Time management

## EVIDENCE GUIDE

- Active listening
- Empathy
- Work organisational skills
- Valuing of differences among children - stage of development, needs, interests, strength

*Concurrent assessment and relationship with other units:*

Consideration should be given to co-delivery and assessment of this unit with CHCFC3C Foster and enhance children's social, emotional and psychological development

*Resource implications:*

Assessment requires access to a range of opportunities defined in the Range Statement

*Context of assessment:*

This unit could be assessed either on the job or off the job for a range of age groups, a range of activities and a range of needs over a number of assessment conditions and situations

## **UNIT CHCFC3C Foster and enhance children's social, emotional and psychological development**

### **Unit Descriptor**

This unit maps to:

- CHCFC3A Foster the social development of children
- CHCFC20A Promote the ethical understandings of children
- CHCFC4A Foster the emotional and psychological development of children
- CHCFC10A Enhance the emotional and psychological development of children

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Encourage children's independence and autonomy                       | 1.1 Opportunities to develop self help skills and independence are provided   |
|   | 1.2 Opportunities are provided for children to make choices, in appropriate ways  |
|   | 1.3 Children are encouraged to accept responsibility for their own actions  |
|   | 1.4 Opportunities are created for children to participate in decision making  |
|   | 1.5 The child is involved in increasingly more significant decision making  |
| 2. Foster children's developing self esteem and developing self concept | 2.1 Opportunities are planned for children to experience their individual strengths and to explore a variety of roles                                 |
|   | 2.2 Experiences are selected which present a challenge within the child's needs and capabilities  |
|   | 2.3 The child's confidence is monitored while attempting more challenging activities  |
|   | 2.4 Acknowledgment and support are given if the child experiences frustration and children are encouraged to see "mistakes" as opportunities to learn |
|   | 2.5 Children's achievements are acknowledged and appreciated  |
|   | 2.6 Experiences are designed to explore issues of self image and identity in ways which are appropriate to the children's level of development        |
|   | 2.7 Learning and play resources chosen provide positive, non stereotypical images of children   |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 3. Create opportunities and activities that encourage children to express their feelings, needs and ideas | <p>3.1 Children's expression is encouraged by verbal and non verbal responses from the worker</p> <p>3.2 Children are listened to attentively to encourage them to express their needs and feelings</p> <p>3.3 Expectations about how children express their feelings are related to the child's stage of development</p> <p>3.4 Children are shown socially appropriate ways to express their feelings</p> <p>3.5 Opportunities for children to release feelings and express emotion through activity are provided</p>   |
| 4. Provide experiences for children to support and cooperate with each other                              | <p>4.1 Children are encouraged to respect each others individual needs, abilities and interests</p> <p>4.2 Children are encouraged to regard differences positively and to discuss these differences</p> <p>4.3 Support is given to children who have difficulty in interacting with others to establish and maintain friendships and group membership</p> <p>4.4 Appropriate, supportive and effective communication between children is acknowledged and encouraged</p>   |
| 5. Provide opportunities for social interaction   | <p>5.1 Opportunities for different forms of social interaction between children are planned with respect for each child's needs, interests and development stage</p> <p>5.2 Interaction with a variety of people is encouraged and children are encouraged to initiate and develop contact with others, as appropriate</p> <p>5.3 The environment is set up to encourage interaction</p> <p>5.4 The environment is set up to accommodate a child's need for privacy, solitude and/or quiet</p> <p>5.5 Special occasions are celebrated recognising cultural diversity</p> <p>5.6 Children's choice to watch and observe is respected</p> <p>5.7 Experiences and equipment are structured in a way which promotes cooperation and resolution of conflicts</p> <p>5.8 Children's own grouping choice is fostered and respected</p> <p>5.9 Workers talk about children and to children as group members as well as individuals</p> <p>5.10 Attention is given to children as a group member as well as an individual</p> |



## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Opportunities for social interaction may include:*

- Formally organised activities
- A time and space for unplanned interaction
- Meetings
- Travelling
- Talking
- Listening and responding
- During care routines
- Excursions
- Setting up venue
- Socio dramatic play
- Play with construction materials
- Art activities

*Interaction may be with a variety of people including:*

- Children of same age
- Children of different ages
- Adults

*Special occasions may include:*

- Birthdays/name days
- Festivals
- Celebration of achievements
- Religious occasions
- Community events
- Culturally significant days
- Beginning and end of term and holidays

*Diversity among children may include differences due to:*

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities
- Socio economic factors

*The acceptance of differences among children will be affected*

- Children's age/maturity

## RANGE STATEMENT

by:

- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

*Opportunities provided for social interaction will vary according to the age of the children:*

*For toddlers:*

- Create opportunities for children to play together and in small groups
- Adults encourage independence and give support when children need it
- Enough equipment is provided for several children to play with similar toys
- Adults demonstrate understanding that children develop the ability to share toys at varying ages

*For 3 to 5 year old children:*

- Create opportunities for children to work together in small and large groups
- Provide culturally appropriate materials for children to use creatively and for role play
- Adults support children who find it difficult to play in a group

*For 6 to 12 year old children:*

- Peer group interaction is very significant
- Establish initiatives to link children with a wider range of children to encourage broader interaction
- Development of trusting relationships with adults/workers
- Allow children to establish and maintain friendships and groups
- Opportunities for children to play without adult intervention are provided

## RANGE STATEMENT

*Opportunities for experiences with an emotionally enriching and expressive component could include:*

- Socio dramatic play
- Movement
- Listening to music
- Art experiences including clay and finger painting

*Individual differences may include:*

- Age
- Gender
- Family background and lifestyle
- Abilities and disabilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

*Encouragement of a child to develop emotionally and psychologically will vary according to the age of the child-*

*For babies/infants:*

- Responding to non verbal communication and crying

*For toddlers:*

- Expression through activity as well as verbally
- Encouraging children to name their feelings

*For 3 to 5 year olds:*

- Expression through activities such as clapping, stamping
- Expressing their feelings verbally
- Expressing feelings through paintings, drawings and other creative activities

*For 6 to 12 year olds:*

- Child will be encouraged to express their feelings appropriately eg. Language appropriate to the context, considering impact on others
- Through both verbal and non verbal ways

## RANGE STATEMENT

*Non stereotypical images could include:*

- Children and adults of both genders engaging in a range of activities
- Children of a range of races
- Range of appearances
- Range of abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

*Areas of competence may include:*

- Social situations
- Peer groups
- Communicating with adults

*Experiences to present a challenge may include:*

Opportunities to develop and practice skills in a range of activities

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

- Critical aspects of assessment:*
- Demonstrated ability to provide opportunities for children to interact positively with other children and to accept individual differences
  - Giving due regard to age, cultural, and development of child/ren
  - Demonstrated ability to evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development
- Essential knowledge:*
- Children's social and moral development
  - Interaction between aspects of social development, physical development and psychological development and cognitive development
  - Importance of language that is selected and used
  - Different beliefs about social development due to culture, community, family beliefs
  - Organisational standards, policies and procedures
  - Children's emotional development
  - Cultural awareness
  - Importance of culture in the development of self
  - Contextual factors which influence the child's emotional and psychological development
  - Events or crises which can challenge the child's emotional and psychological development
  - Factors which enhance the development of self esteem and self identity
  - Identity development processes within the child's cultural system
- Essential skills:*
- Acceptance of each child's rate of development, needs, interests and strengths
  - Planning
  - Interpersonal skills
  - Team building skills
  - Time management

## EVIDENCE GUIDE

- Active listening
- Empathy
- Organisational
- Valuing of differences among children - stage of development, needs, interests, strengths

*Concurrent assessment and relationship with other units:*

Consideration should be given to co-delivery and assessment of this unit with CHCFC2B Foster and enhance children's development

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

## UNIT CHCFC5C Foster and enhance children's cognitive and language development

### Unit Descriptor

|                    |          |  |
|--------------------|----------|--|
| This unit maps to: | CHCFC5A  | Foster children's cognitive development        |
|                    | CHCFC6A  | Foster children's language development         |
|                    | CHCFC11A | Enhance the development of children's language |

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Assist children to develop thinking and problem solving skills | <p>1.1 Opportunities and resources are provided which are varied and appropriately challenging to the child's stage of development and interests</p> <p>1.2 Opportunities to make choices and see/experience the consequences of choices are provided</p> <p>1.3 Children are encouraged to explore, understand and attempt to solve problems in their environment</p> <p>1.4 Children's questions are addressed so as to maintain their interest in solving the problem</p> <p>1.5 Children are provided with experiences to develop their attention span and are given time to stay with the activity until they are ready to move on</p> <p>1.6 New ideas/activities that may build on existing knowledge, skills and interests are introduced</p> <p>1.7 Children's abilities to observe what is happening around them are developed by questioning and non verbal communication</p> |
| 2. Stimulate children's awareness                                 | <p>2.1 The environment is arranged to provide a variety of experiences to develop children's creativity, imagination and self expression</p> <p>2.2 Child's awareness of the range of movements of their own body is supported by activities and resources</p> <p>2.3 Materials and experiences that stimulate different senses are provided</p> <p>2.4 Children's enthusiasm is acknowledged, encouraged and followed up</p>  |
| 3. Stimulate the child's use                                      | <p>3.1 Developmentally relevant opportunities for</p>  |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| and understanding of language  | <p>children to listen to language are provided</p> <p>3.2 Language is linked to all activities, routines, and directions</p> <p>3.3 Opportunities for group discussions and exchange of views between children are created</p> <p>3.4 Language materials that capture the child's attention and stimulate a response are designed as an integral part of the physical environment</p> <p>3.5 Children are spoken to clearly and frequently in language that is appropriate to the age of the child</p> <p>3.6 Time is taken to listen to children and to respond</p> <p>3.7 Children are encouraged to express their thoughts, feelings and words by the use of open ended questions</p> <p>3.8 Two way communication is modelled and encouraged by questions and careful listening</p> <p>3.9 Children's expressions are repeated and expanded in a natural style of conversation</p> |
| 4. Support the child's skills in their own (non English) language as relevant            | <p>4.1 The family's language is identified and bilingual practices are used as relevant</p> <p>4.2 The child's expressions are responded to with respect</p> <p>4.3 Materials in the child's language are integrated into experiences</p> <p>4.4 Parents and family members are encouraged to participate in activities with the children</p> <p>4.5 Parents are encouraged to inform worker of key words and phrases</p> <p>4.6 The child's cultural experiences are integrated into language development opportunities</p> <p>4.7 Specialised assistance is sought and used wherever required and available</p>  |
| 5. Assess language development of the child and plan strategies for language development | <p>5.1 Children 'at risk' are identified and language development monitored</p> <p>5.2 Children's individual language and communication abilities and needs are assessed</p> <p>5.3 Assessment of language development and use considers English and other languages</p> <p>5.4 Language and communication development</p>   |



**ELEMENT**

**PERFORMANCE CRITERIA**

- strategies are developed for the individual child
- 5.5 Assessment is discussed with the parents and a plan developed in consultation with them
- 5.6 Specialised assistance is sought where necessary
- 5.7 Child's progress and the plan is regularly reviewed

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Thinking skills may include:*

- Reasoning
- Developing understanding and explanations
- Critical thinking

*Opportunities for children to develop cognitively will vary according to the child's age/abilities -*

*For babies and infants:*

- Responses of caregivers are prompt and consistent
- Routines to provide sensory experiences are used
- Toys that stimulate all the senses are available for touching, looking, listening, smelling and tasting
- Opportunities to perceive similarities and differences are provided

*For toddlers:*

- Equipment is provided to explore the concepts of size, shape, number, volume, weight, temperature, time and all senses
- Songs, rhymes and stories are provided to aid in the development of memory
- There are opportunities to help with household duties and explore built and natural environment

*For 3 to 5 year old children:*

- Time is allowed for children to explore
- Opportunities are provided to interact with real people and objects to gain an understanding of themselves, others and the world around them
- A variety of materials and resources is provided
- Children are alerted to aspects of the environment they may have overlooked
- Children's reasoning is responded to respectfully

*For 6 to 12 year old children:*

- Children are assisted to identify the reasons for their opinion/action/feelings
- Child is asked to predict likely/possible consequences of actions and events
- Child is prompted to consider a variety of perceptions of an event
- Hypothesising and experimentation

## RANGE STATEMENT

- Opportunities to explore particular interests that emerge
- Opportunities to develop and maintain interest areas
- Challenging, open ended experiences
- Opportunities to develop problem solving skills will vary according to the age of the child

*Understandings may include:*

- Mathematical understanding
- Scientific principles
- Social understandings
- Geographical awareness
- Historical understanding
- Mechanical understanding
- Potential of computers

*Opportunities to develop problem solving skills will vary according to the age of the child -*

*For babies and infants:*

- Opportunities to explore cause and effect are provided

*For toddlers:*

- Equipment such as spades, spoons, buckets and baskets are provided to explore the environment

*For 3 to 5 year olds:*

- Time is made available for children to investigate a topic that interests them, for example, how a syphon works

*For 6 to 12 year olds:*

- Opportunities to develop problem solving skills in social relationships with their peers
- Learning through “failure”/”mistakes”
- Conflict resolution strategies are developed

## RANGE STATEMENT

*Opportunities to explore their environment will vary according to the age of the child -*

*For babies and infants:*

- Observation and exploration

*For toddlers:*

- Introduce them to natural materials from local environment
- Introduce them to a range of people in community

*For 3 to 5 year olds:*

- Exploration of local environment through visitors, excursion, bringing experiences to children

*For 6 to 12 year olds:*

- Local neighbourhood excursions

*Opportunities to explore their local environment directly will differ according to a range of factors such as:*

- Distance, proximity of new experience
- Risks and hazards
- Time available

*Opportunities to extend children's knowledge of the world may include:*

- Excursions/incursions
- Visits
- Maps, posters, music, books etc.
- Walks in the local area
- Visitors
- Community resources

*The world/environment may include:*

- The natural environment
- The social world
- The cultural environment
- The world of ideas
- Human made environment

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated ability to provide opportunities for children to think and problem solve, that give due regard to age, development, culture and needs of child/ren
- Demonstrate ability to stimulate language development taking into account special language needs. Ability to develop strategies to access specialist language services

*Essential knowledge:*

- Stages of cognitive development
- Peer group interactions
- Child's family and community context and influences
- Organisational standards, policies and procedures

*Essential skills:*

- Planning
- Problem solving processes and tools or strategies to facilitate children's problem solving

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

*Context of assessment:*

This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups and over a number of assessment situations



## **UNIT CHCFC6C     Provide experiences which facilitate children's expressive development**

### **Units Descriptor**

This unit is an essential part of delivery of child care services and relates to developing and delivering programs that provide opportunities for children to develop and experiment with self expression through visual arts experiences and through language and literature experiences

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Plan, provide and implement integrated visual arts experiences for children                     | 1.1 A range of developmentally appropriate visual arts experiences is identified and selected  |
|  | 1.2 Appropriate materials are selected and attractively presented  |
|  | 1.3 Work and play areas promoting aesthetic qualities for both children and adults are provided  |
|  | 1.4 Strategies are formulated for fostering creative development and aesthetic awareness in children                                     |
|  | 1.5 Children's interests which arise spontaneously as they participate in visual arts experiences are responded to                       |
|  | 1.6 A visual arts program is designed in response to the observed needs and interests of individual children and groups of children      |
|  | 1.7 Visual art experiences which encourage appreciation of diversity including cultural diversity are presented                          |
| 2. Plan and implement developmentally appropriate language and literature experiences for children | 2.1 Story telling and story reading are used to enhance children's development   |
|  | 2.2 Stories are chosen which are developmentally appropriate   |
|  | 2.3 Stories rhymes and poetry are used to enhance children's enjoyment of language   |
|  | 2.4 Language and literature experiences which support acceptance and appreciation of diversity including cultural diversity are included |
|  | 2.5 Puppets and other props are used to stimulate children's enjoyment of language and literature.                                       |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Developmentally appropriate visual arts experiences should include:*

- Drawing
- Painting
- Modeling
- Printing
- Construction
- Collage

*Appropriate materials will include:*

- Thick and thin crayons
- Pencils
- Waterbased paints
- Fingerpaint
- Thick and thin brushes
- Natural materials
- Clay
- Playdough
- Papier-mache
- Recycled materials
- Modeling wire
- Oil pastels
- Chalks
- Found objects and self-made objects for printing
- Joining materials

*Work and play areas that promote aesthetic qualities may be:*

- Indoors
- Outdoors

*Strategies that foster creative development and aesthetic awareness in children may be:*

- Provide an aesthetically pleasing environment
- Display of quality adult visual art
- Create aesthetically pleasing displays of children's work
- Model aesthetic awareness and creativity
- Encourage visual representation and expression with the children to record aspects of the program



## RANGE STATEMENT

*Developmentally appropriate language and literature experiences for children may include*

- Story telling
- Story reading
- Rhymes and poetry
- Pictures
- A range of electronic media
- Puppetry and feltboard
- Listening experiences
- Planned discussion groups
- Language extension experiences

*Strategies for facilitating and extending children's language and literature experiences should include*

- Positive handling of materials
- Enjoyment in presentation
- Use of correct clear speech
- Frequent interactions
- Open-ended questions
- Support of children's skills in their own language
- Formal and informal presentations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:* Candidates must demonstrate the ability to plan and provide programs that are clearly linked to children's developmental stages and needs and that encourage and promote a love of learning in children by providing variety and innovation in approaches, materials and activities.

*Essential knowledge:*

- Value of providing art media experiences for young children
- Children's readiness to participate in planned art media experiences
- Age-stage appropriate drawing, painting and clay experiences
- Adult's role in supporting children's creativity
- Organising, implementing and evaluating art media experiences
- Health and safety considerations in selecting appropriate materials
- Values of language, listening and literature experience for young children
- Criteria for selecting development appropriate language and literature experiences for children
- Adult role in encouraging language and creative expression
- Language and literature extension experiences for older children
- Criteria for selecting displays and pictures to stimulate language
- Criteria for selecting and presenting age appropriate puppetry experiences
- Childhood developmental stages
- The main theories of learning and the implications for programming delivery
- How to access relevant and local resources

## EVIDENCE GUIDE

### *Essential skills:*

- Ability to select prepared props, accessories and extensions to support children's interests
- Ability to follow and respond to children's interests and ideas
- Research
- Planning and programming skills
- Communication with children
- Use of appropriate language and content to meet children's developmental stages

### *Context of assessment:*

- Candidates must be assessed interacting with children
- Assessment must include the candidate working with children over a period of time and involve more than one assessment session
- Assessment must include assessment of the ability to provide developmentally appropriate experiences over a range of ages



## UNIT CHCFC7C      Use music as a medium to enhance children's experience and development

### Unit Descriptor

This unit is an essential part of the programming and delivery of child care services and aims to provide essential developmental experiences in music and movement.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Provide a range of developmentally appropriate music and movement experiences            | <ul style="list-style-type: none"><li>1.1 A wide range of <i>music experiences</i> for children that may be used to enhance children's development is identified and provided</li><li>1.2 A wide range of <i>movement experiences</i> for children that may be used to enhance children's development is identified and provided</li><li>1.3 Appropriate music and movement resources which are inclusive and encourage appreciation of diversity including cultural diversity are selected and provided</li><li>1.4 Opportunities for children to practise developing skills are provided</li></ul>   |
| 2. Support facilitate and extend children's participation in music and movement             | <ul style="list-style-type: none"><li>2.1 Environment is set up in a way that encourages children's participation in developmentally appropriate music and movement experiences</li><li>2.2 Music and movement activities are linked and made relevant to the children's daily life in care</li><li>2.3 Strategies are formulated to encourage the development of the individual music and movement potential of the children</li><li>2.4 Improvisation with <i>instruments</i> is encouraged</li><li>2.5 The program is designed to respond to the children's interests that arise spontaneously as they participate in music and movement experiences</li><li>2.6 Strategies are used for modeling appropriate attitude and interaction to children to encourage input and participation in music and movement experiences</li></ul> |
| 3. Plan and implement a range of developmentally appropriate music and movement experiences | <ul style="list-style-type: none"><li>3.1 Observations are used of individual children and groups of children to plan developmentally appropriate music and movement experiences for children</li></ul>  |

| ELEMENT | PERFORMANCE CRITERIA   |
|---------|--|
|         | <ul style="list-style-type: none"><li>3.2 A range of stimulating developmentally appropriate and inclusive music experiences are selected and presented for individual children and small groups of children</li><li>3.3 A range of stimulating developmentally appropriate and inclusive movement experiences are selected and presented for individual children and small groups of children</li><li>3.4 A range of methods are used for evaluating children's participation in and reactions to planned music and movement experiences</li><li>3.5 Information from evaluations are used as the basis for making ongoing modifications to stimulate interest and involvement in music and movement experiences.</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Music experiences include:* A range of developmentally appropriate music experiences for individuals and small groups including:

- Singing
- Musical instruments
- Chants and rhymes
- Listening experiences

*Movement experiences include:* A range of developmentally appropriate movement experiences for individuals and small groups including the use of:

- Props
- Space
- Sounds/music
- Body awareness

*Instruments may include:*

- Home made and commercial instruments
- Instruments from a range of different cultures

## EVIDENCE GUIDE

This guide describes the evidence of skills and knowledge to be collected by the assessment process.

### *Critical aspects of evidence*

The candidate must demonstrate the ability to engender an interest and appreciation of music in children and to encourage them to experiment with expressing themselves in music

### *Essential knowledge:*

- Values of providing a range of musical experiences for children
- Values of movement for children
- Links between child's stage of development and appropriateness of particular musical and movement experiences
- Strategies for fostering music and movement development
- Adult awareness of appropriate selection of music and movement experiences for different ages
- Organising and implementing and evaluating music and movement experiences
- Ways to follow and respond to children's ideas and interests
- Selection of appropriate music and movement resources which are inclusive and encourage appreciation of diversity including cultural diversity

### *Essential skills:*

- Capacity to use music with children including singing and simple percussion instruments
- Ability to choose appropriate settings for movement experiences

### *Context of assessment:*

- Assessment must include the candidate working with children over a period of time and involve more than one assessment session.
- Assessment must include assessment of ability to effectively engage children over a range of ages in developmentally appropriate music and movement experiences



## **UNIT CHCFC8A    Provide experiences which enhance children's development and learning**

### **Unit Descriptor**

This unit relates to the development and delivery of programs that match children's developmental stages and promotes a desire to learn and provides skills to do so through science, mathematics, technology and environmental experiences and through dramatic, imitative and imaginative play experiences.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Promote children's participation in a wide range of experiences to enhance their learning and development                               | 1.1 Experiences and activities which relate to the principles of development are provided                                       |
|  | 1.2 A range of experiences, play areas and materials is provided to meet the individual needs of the children                   |
|  | 1.3 Emerging skills are recognized, encouraged and provided for   |
|  | 1.4 Age appropriate strategies are provided to facilitate these emerging skills   |
|  | 1.5 Appropriate strategies are implemented for children who have difficulty initiating play themselves                          |
|  | 1.6 Children are encouraged and assisted to extend their play through a problem solving approach                                |
| 2. Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment | 2.1 A range of developmentally appropriate science, maths and technology experiences is presented                               |
|  | 2.2 A range of experiences to stimulate learning about the environment is presented   |
|  | 2.3 Children's abilities and interests are recognized and their learning potentials responded to                                |
|  | 2.4 Participation in science, maths, technology and environmental learning experiences is encouraged in a way that is enjoyable |
|  | 2.5 Experiences are presented which stimulate children's curiosity and learning   |
|  | 2.6 Opportunities are provided for children to further explore their concept development  |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 3. Provide developmentally appropriate dramatic and imaginative play experience for children | <ul style="list-style-type: none"><li>3.1 Play areas both indoors and outdoors which provide children with opportunities to enjoy dramatic and imaginative play are presented</li><li>3.2 Experiences are planned /designed to stimulate children's involvement and are developmentally appropriate</li><li>3.3 Experiences are which are inviting, stimulating and safe for individual children and small groups of children involved in imitative, dramatic and imaginative play are provided</li><li>3.4 Adult support for the child/children through facilitation and extension of children's imitative, dramatic and imaginative play experiences is provided</li><li>3.5 Play areas which are culturally rich and reflect the diversity of families using the service are presented</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Experiences and activities which relate to the principles of development:*

- Experiences are appropriate to the age/development level of participants

*Experiences and activities which relate to individual needs of the children:*

- Experiences are based on observations of individual children
- Experiences are based on awareness of each child's capacity and stage of development

*Appropriate strategies which are implemented for children who have difficulty initiating play themselves will include*

- Provision of attractive individual and small groups play spaces
- Supportive adult presence

*A range of developmentally appropriate science, maths, technology and environmental experiences will include:*

- Nature and life science
- Health science
- Physical science
- Environmental science
- Maths
- Technology
- Simple experiments

*Experiences are presented which stimulate children's curiosity and learning through:*

- Encouraging active exploration, experimentation and learning
- Introducing new ideas and experiences via formal and informal, planned and spontaneous experiences
- Encouraging program input from children, staff, parents, community
- Encouraging problem solving and curiosity

*A range of developmentally appropriate experiences which stimulate children's imitative, dramatic and imaginative play are presented through:*

- Creation of inviting uncluttered spaces – large and small
- Provision of a range of open-ended materials to stimulate imagination
- Provision of a range of accessories
- Provision of a range of cross-cultural materials

## EVIDENCE GUIDE

*Critical aspects of assessment:* Candidates must demonstrate application of an understanding of the stages of children's development in planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children

*Essential knowledge required is:*

- The value of science, maths, technology and environmental experiences for children
- How children develop concepts related to maths, science, technology and the environment
- Knowledge of a wide range of experiences for children
- Characteristics of high quality learning environments
- Knowledge of aesthetic, safe, interesting, challenging environments to encourage curiosity, experimentation, active learning and choice
- Scaffolding knowledge and skills
- Role of adult in promoting and planning for learning in science, maths, technology and environmental experiences
- The value of dramatic play
- Dramatic play and its role in socialisation
- Imitative, dramatic and imaginative play
- Adult's role in creating inviting spaces
- Presentation of imitation play, dramatic play and imaginative play spaces for children
- Overview of an inclusive approach
- Use of evaluations for modifications and changes to extend play and stimulate involvement

*Essential skills required are:*

- Planning
- Communication with children
- Identifying developmental delays in children

## EVIDENCE GUIDE

*Context of assessment:*

- Candidates must be assessed over a number of occasions working with children. Assessment will include observations, examination of portfolios of evidence and questioning.
- Assessment must include assessment of the ability to provide developmentally appropriate experiences over a range of ages



## **UNIT CHCFC10C Enhance the emotional and psychological development of children**

### **Unit Descriptor**

This unit applies to workers in child care settings and refers to the worker's role in enhancing the child's emotional and psychological development.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Promote the child's exploration and development of identity | 1.1 Learning materials and resources are chosen which provide positive and non stereotypical images of children and adults   |
|  | 1.2 Children are encouraged to explore a variety of roles in their play  |
|  | 1.3 Children are encouraged to take pride in their own racial identity, gender identity and abilities  |
|  | 1.4 Experiences are designed to provide opportunities to explore issues of self image and identity in ways that are appropriate to the children's level of development |
|  | 1.5 Children are provided with a wide range of opportunities to develop strengths and abilities  |
| 2. Promote the child's developing sense of competence          | 2.1 Experiences are selected which at times present a challenge  |
|  | 2.2 Challenging experiences are designed within the child's needs, interests and capabilities  |
|  | 2.3 Children are encouraged to respond to "mistakes" as opportunities to learn   |
|  | 2.4 The confidence and self esteem of children are monitored while attempting more challenging activities  |
|  | 2.5 Acknowledgment and support are given to children who are experiencing frustration  |
|  | 2.6 Experiences are developed in conjunction with the child  |
|  | 2.7 The children are involved in increasingly more significant decision making   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Non stereotypical images could include:*

- Children and adults of both genders engaging in a range of activities
- Children from a range of races
- Children with a range of appearances and abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Children with a range of additional needs

*Areas of competence may include:*

- Social situations
- Peer groups
- Communicating with adults

*Experiences to present a challenge may include:*

Opportunities to develop and practise skills in a range of activities



## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i>     | Demonstrated ability to evaluate the emotional and psychological stage of the child and to plan activities which will enhance development  |
| <i>Interdependent assessment of units:</i> | <p>This unit should be assessed with:</p> <ul style="list-style-type: none"><li>• CHCPR14B Observe children and interpret observations</li><li>• CHCPR13B Facilitate the development of programs for children with additional needs</li><li>• CHCIC11B Implement and promote inclusive practices and policies</li></ul>  |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Contextual factors which influence the child's emotional and psychological development</li><li>• Events or crises which can challenge the child's emotional and psychological development</li><li>• Factors which enhance the development of self esteem and self identity</li><li>• Identity development processes within the child's culture</li><li>• Organisational standards, policies and procedures</li></ul> |
| <i>Essential skills and attitudes:</i>     | <ul style="list-style-type: none"><li>• Planning</li><li>• Empathy</li><li>• Interpersonal</li><li>• Organisational</li></ul>  |
| <i>Resource implications:</i>              | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. These include:<ul style="list-style-type: none"><li>– A childcare workplace</li><li>– Access to children's services, resources and equipment</li><li>– Access to the local environment</li></ul></li></ul>  |

## EVIDENCE GUIDE

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions, and over a number of assessment situations

## **UNIT CHCFC20B Promote the ethical understandings of children**

### **Unit Descriptor**

This unit applies to workers in childcare settings and refers to the role of workers in assisting and promoting the development of children's ethical understandings.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Assist children to consider the consequences of their actions         | 1.1 Children are prompted to consider the potential impact as well as consequences that are observable                |
|  | 1.2 Short term and longer term impacts are considered with children   |
| 2. Assist children to make decisions about the fairness of their actions | 2.1 Children are encouraged to explore a range of responses to a situation  |
|  | 2.2 Children are encouraged to consider a range of reasons underlying their actions                                   |
| 3. Respond to children's questions about issues and principles           | 3.1 Worker's communication about values and moral issues is appropriate to the child's family and cultural background |
|  | 3.2 Worker's communication about values is in line with the philosophy and guidelines of the service                  |
|  | 3.3 Issues which require a moral/ethical response are discussed with children   |
|  | 3.4 Examples of children responding to ethical issues in different ways are discussed with children                   |
| 4. Assist children to develop their role as members of a community       | 4.1 Children are encouraged to voice their views in a range of forums relevant to an issue                            |
|  | 4.2 Children are encouraged to participate in decision making forums  |
|  | 4.3 Practical strategies are developed, selected, implemented and reviewed with the children                          |
|  | 4.4 Opportunities for children to contribute to community events are developed  |
|  | 4.5 Opportunities where children can provide genuine assistance to others are developed                               |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Citizenship may be at levels of:*

- Local
- National
- International
- Global

*Some areas of ethical understanding may include:*

- Relations with people
- Relations with animals and pets
- Relationship to the natural environment and the land
- Links to the immediate environment of the service
- Social responsibilities and rights

*This unit becomes increasingly relevant as children develop - for 3 to 5 year olds:*

- Focus is practical and concrete
- Examples are used in discussion
- A more local view of community membership is developed

*for 5 to 12 year olds:*

- A wider view of community membership is developed including the global community
- Increasing self responsibility and initiative expected in relation to social interactions

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

Demonstrated ability to provide opportunities for children to consider their actions and consequences whilst recognising different cultural values and beliefs

*Essential knowledge:*

- Social development of children
- Cognitive development of children
- Emotional and psychological development of children
- Philosophies underpinning children's services
- Philosophy and mission of the organisation
- Range of cultural values of families using the service
- Range of religious values and teachings of families and children using service
- Codes of ethics eg. AECA
- United Nations Convention on the rights of the child
- Organisational standards, policies and procedures

*Essential skills:*

- Interpersonal
- Planning
- Organisational
- Dealing with cross cultural issues and beliefs

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

## EVIDENCE GUIDE

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations

## CHCFCS801A Apply theory and practice of counselling approaches

**Unit Descriptor** This unit of competency describes the skills and knowledge required to determine and apply appropriate therapeutic approaches for counselling interventions

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

**Application** This unit applies to relationship counsellors performing complex counselling with individuals, couples, children and young people using a variety of counselling approaches

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply appropriate family counselling model

2. Apply counselling approaches in a family counselling setting

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

1.1 Analyse and critique a broad range of family *counselling approaches*

1.2 Compare the various counselling models and identify limitations and appropriate applications to family counselling

3.1 Determine from a range of *counselling theories* the most appropriate *counselling approach* to meet client need

2.2 Develop a conceptualisation of the problem with regard to family context

2.3 Develop an *hypothesis* to explain the presenting problem

2.4 Identify individual behaviours and communication transactions that contribute to conflict

2.5 Identify *family relationship patterns and themes* and articulate these back to the client family in an empathic way

2.6 Identify problems with abstract thinking

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| Elements define the essential outcomes of a unit of competency.                                 | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.  |
| 3. Implement the components of a family therapy session   | <ul style="list-style-type: none"><li>3.1 Use hypothesis to generate relevant questions</li><li>3.2 Use case conceptualisations to develop therapeutic options</li><li>3.3 Assess onset of presenting problems and explore relationships changes around it</li><li>3.4 Track a sequence within a family dynamic</li><li>3.5 Explore the <i>relationships web</i> using a variety of questions</li><li>3.6 Explore behaviours, meaning and relationships using a variety of questions</li><li>3.7 Develop a <i>systemic intervention</i></li></ul>  |
| 4. Monitor and review use of counselling approaches and theories in family counselling contexts | <ul style="list-style-type: none"><li>4.1 Utilise <i>peer support structures</i> to test theoretical applications</li><li>4.2 Seek out and access <i>supervision</i> opportunities on a regular basis to assess effectiveness of practice applications</li><li>4.3 Use <i>self awareness</i> and own family of origin theory to identify and refer clients with whom it is inappropriate to work</li><li>4.4 Undertake <i>professional development</i> on a regular basis to increase theoretical knowledge base and improve counselling approaches</li><li>4.5 Monitor and evaluate interventions for consistency, congruency with counselling approach and theory of change, cultural contextual relevance, and agreed counselling goals</li></ul> |



## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge of:*

- Development of counselling theories and practice approaches
- Own prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice
- Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting
- Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary
- Contracting and reaching agreements with client about the nature, process and expected time frames and responsibilities for counsellor and client within the provisions of counselling
- Importance and opportunities for continuing professional development and maintaining a professional level of self-awareness of current scientific and professional information and education in the area of counselling practices
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, eg. power, abuse and conflict
- Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- Importance and intent of counsellor participation in supervision
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling setting
- Contemporary research and approaches to counselling in diverse cultural contexts
- Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms
- Main approaches used in counselling
- Theories of major counselling approaches
- Stages of human development and how this knowledge applies to counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity
- Role of social contexts in the counselling relationship
- Range of impacts of separation and divorce on couples, parents, children and other family members
- Impact of conflict, particularly high level and/or ongoing conflict, on children, and the use of child focused approaches to intervene and minimise the impacts.
- Family research and implications for practice

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families children
- Explain counselling goals and action plans and outline counselling process and agreements
- Assess and screen for domestic and family violence and child abuse using a range of instruments and processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context and discuss processes for client referral where necessary
- Comprehend a variety of individual and systemic therapeutic approaches and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction
- Apply an appropriate counselling approach and identify specific techniques to ensure client needs are met
- Apply advanced counselling interventions and explain the contribution of counselling to the therapeutic process
- Compare and contrast counselling theories and approaches
- Identify common concerns in the provision of counselling processes
- Work in a multidisciplinary environment where appropriate
- Manage confidentiality of information obtained from clients during the counselling process
- Maintain a solid theoretical base for effective and contemporary counselling practice
- Manage the dynamics of counselling groups and family groups experiencing high levels of ongoing conflict
- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and context
- Demonstrate sensitivity when counselling individual and groups from diverse backgrounds
- Apply age appropriate communication and counselling techniques when working with children and young people
- Produce case records, files and reports to a standard acceptable to industry standards
- Complete case work and participate effectively in case management processes where appropriate
- Practise self critique and non-defensive recognition of own errors

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Counselling approaches may include one or more of the following and is not limited to:*

- systemic family therapy
- narrative therapy
- group therapy
- gestalt therapy
- person-centred therapy
- existential therapy
- evidence-based family counselling

Depth of knowledge and levels of application of counselling approaches and theories is outlined in the Essential knowledge and skills section of this unit of competency

*Knowledge of the principles of counselling theories may include but are not limited to:*

- Theory of grief and loss and relationship to individuals including children experiencing separation and divorce
- Theories of conflict management and negotiation and relevance to family/couples relationship counselling
- Theories of separation and anxiety and application to experiences of children in situations of parental conflict and separation
- Theories of human development, human sexuality, gender development and family development.
- Theories of Family Systems and its importance in the family relationship counselling context.
- Theories of change in complex circumstances

*Peer support structures may include but are not limited to:*

- Discussions and reflective practice with colleagues
- Discussions and reflective practice with other counsellors
- Exploring issues in group supervision
- Learning circles with peers

## RANGE STATEMENT

*Counsellor supervision requires counsellors to:*

Engage in a purposeful arrangement with a clinical supervisor to:

- reflect on the setting of their work and understand the process which lead to failure in counselling
- consider legal and ethical obligations
- analyse experience and practice of working with people in the counselling setting

*Self awareness includes:*

- Awareness of own values, experiences and family of origin ,prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice
- Describe the effect of complex cases on the self of the family counsellor

*Professional development may include:*

- Obtaining knowledge of advances and theoretical applications to counselling practice through:
  - further training or study for knowledge or skills development
  - individual research
  - attending relevant conferences
  - maintaining any standards for professional membership
  - maintaining regular individual and peer supervision

*Develop hypothesis relates to:*

- Development regarding relationship patterns, their bearing on the presenting problem and the influence of extra-therapeutic factors on client systems

*Family relationship patterns and themes may include but are not limited to:*

- Family violence and abuse
- Child protection issues
- High levels of conflict
- Separation divorce
- Co-dependency
- Ineffective communication
- Psychological issues relating to expressions of emotions

*Relationship webs may include:*

- Tools used to assess family history and dynamics:
  - genograms
  - sociograms
  - other diagrammatic or pictorial representation of relationships

## RANGE STATEMENT

*Develop a systemic intervention with the aim to:*

- Empower clients and their relational systems to establish effective relationships with each other and larger systems

*Counselling contexts may include:*

- Couples counselling
- Family group counselling
- Individual counselling
- Counselling children and young people

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including
  - couples counselling
  - individual counselling as planned strategy for relationships intervention
  - family counselling
  - child and/or young person counselling
  - cases of complex family dynamics

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Context of and specific Resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Method of assessment*

- Observation in the work place is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role





## CHCFCS802A

## Provide relationship counselling

### Unit Descriptor

This unit of competency describes the skills and knowledge required to counsel couples experiencing complex relationship issues

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit applies to Relationship Counsellors performing complex counselling with individuals and couples using a variety of counselling approaches.

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Assess for issues of violence and safety risks in the couple relationships

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 *Assess for domestic and family violence* issues as part of relationship counselling
- 1.2 Take appropriate action to address any issues of violence according to organisation policy and legislative requirements
- 1.3 Refer individuals to *support services* to manage *issues of safety or risk* if required
- 1.4 Document issues of concern or potential risk according to policy and relevant legislation
- 1.5 Assess whether there is a safe enough environment where violence exists to offer couple counselling
- 1.6 Create safe environment for couples to maximise opportunities within the counselling session

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.   |
| 2. Establish professional relationship with each individual     | <p>2.1 <i>Engage</i> each individual using appropriate <i>techniques and strategies</i></p> <p>2.2 Remain impartial in the professional counselling relationship with couples</p> <p>2.3 Explore and outline ethical boundaries and expectations of the professional counselling relationship</p> <p>2.4 Identify and manage problematic issues of the professional relationship with couples</p> <p>2.5 Take appropriate steps to prevent the development of problematic relationship issues between the counsellor and individuals within the couple, ie. develop therapeutic alliance</p> <p>2.6 Monitor and respond appropriately to the physical and emotional reactions of each individual to the counselling process</p> |
| 3. Identify and explore presenting problems                     | <p>3.1 Encourage individuals to describe the <i>presenting problems</i> and explore their understanding of why the problem exists</p> <p>3.2 Encourage couples to become aware of and discuss the problem in relation to associated behaviours or situations</p> <p>3.3 Elicit the couple's understandings of attempts to previously manage the problem in the past</p> <p>3.4 Evaluate couple's perception of their relationship prior to the problem existing</p> <p>3.5 Reframe problems and recursive interaction</p>   |
| 4. Direct the therapeutic process of couples counselling        | <p>4.1 Use <i>questioning techniques</i> effectively to explore couples options, motivations, and commitments for change</p> <p>4.2 Respond to communication difficulties including overt and covert aggression and hostility between individuals in the couples counselling session</p> <p>4.3 Identify strengths of the relationship and encourage individuals to negotiate and develop strategic goals to be achieved in their relationship</p> <p>4.4 Develop future session plans based on information and evidence obtained from current counselling session</p>  |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

5. *Terminate the counselling sessions*

- 5.1 Recognise when the counselling is no longer serving the interests or needs of the client
- 5.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either re-negotiate professional relationship or terminate the service
- 5.3 Engage client/s in determining any further *external interventions* as identified and arrange appropriate referrals
- 5.4 Discuss with the client any *interruptions to counselling*, planned or otherwise, and implement alternative interim counselling

6. Seek *feedback from the client/s* about the counselling service provided

- 6.1 Review counselling progress and provision regularly with clients
- 6.2 Obtain feedback from the clients at the conclusion of the counselling service
- 6.3 Use a range of *feedback strategies* to encourage client contribution to improved counselling practice
- 6.4 Review client feedback and use this to inform practice reflection and improvement as part of supervision

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- The historical development of counselling theories and practice approaches
- Own prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice.
- Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting.
- Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary
- Contracting and reaching agreements with client about the nature, process and expected time frames and responsibilities for counsellor and client within the provisions of counselling
- Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of counselling practices.
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, eg. power, abuse and conflict
- Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff. Also, option for not offering relationship counselling where there is violence
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- The importance and intent of counsellor participation in supervision
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling setting
- Contemporary research and approaches to counselling in diverse cultural contexts
- Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms
- Critical understanding and appreciation of the main approaches used in couple counselling
- Critical understanding of the theories of major couple counselling approaches,
- Stages of human development and how this knowledge applies to relationship counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity
- Recognise the role of social contexts in the counselling relationship
- Issues impacting on same sex couples
- Family and relationship research and implications for practice

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Establish and explain professional relationships in the counselling context
- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families and children
- Explain counselling goals and action plans and outline relationship counselling process and agreements
- Assess and screen for domestic and family violence and child abuse using a range of indicators and processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context and discuss with clients processes referral where necessary
- Comprehend a variety of individual and systemic therapeutic relationship approaches and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction
- Apply an appropriate relationship counselling approach and identify specific techniques to ensure client needs are met, including those needs of same sex couples
- Apply advanced relationship counselling interventions and explain the contribution of counselling interventions to the therapeutic process
- Compare and contrast relationship counselling theories and approaches
- Identify common concerns in the provision of counselling processes
- Work in a multidisciplinary environment where appropriate
- Manage confidentiality of information obtained from clients during the counselling process
- Maintain a solid theoretical base for effective and contemporary counselling practice
- Manage the dynamics of counselling couples experiencing high levels of ongoing conflict
- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and context
- Demonstrate sensitivity when counselling individual and couples from diverse backgrounds
- Produce case records, files and reports to a standard acceptable to industry and obtain client consent for release of information
- Complete case work and participate effectively in case management processes where appropriate
- Apply practitioner self critique and non-defensive recognition of own errors
- Join and manage the relational/emotional system in couples

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Assess and screening may refer to*

- Processes for proactively enquiring about the presence of family domestic violence with the intention of preventing further violence or harm

*Risk may refer to but not limited to:*

- Being physically hurt and emotionally intimidated, bullied, harassed or controlled
- Threatened with physical harm and emotional intimidation, bullying or harassment
- Harm or threat of harm to children
- Harm or threat of harm to pets and loved ones
- Harm or threat of harm to property
- Inability to fully participate in significant events such as court ordered mediations
- Having residential address known by a person who uses violence against you
- Financial abuse
- Sexual abuse
- Social isolation

*Appropriate external support services may include:*

- Crisis intervention services
- Legal or medical services
- Family and domestic violence services
- Child support services
- Culturally specific services
- Accommodation services
- Access to services/information
- Financial services
- Child support agency
- Mediation services
- Living skills and problem solving programs
- Educational programs
- Specialist services
- Mental health services
- Statutory child protection authorities

## RANGE STATEMENT

*Engagement techniques may include:*

- Conversation – non problem-focused
- Discuss self as counsellor in professional manner
- Display respect and non judgemental attitude
- Distribute time equally between individuals in couple
- Use open questioning in a non threatening manner
- Empathy and rapport

*Counselling contexts may include:*

- Couple therapy including same sex couples therapy
- Separate sessions with individuals in the relationship

*Presenting problems may include:*

- Pre and post separation issues
- Parenting and agreements
- Sexual relationship issues
- Fertility and/or pregnancy issues
- Intimacy issues
- Grief and loss experienced one or both parties
- Family of origin influences
- Specific issues for same sex couples
- Cross cultural relationships

*Questioning techniques may include but are not limited to:*

- Questioning to scan relationship web
- Reflexive questioning
- Relational questioning
- Circular questioning

*Terminate counselling sessions may include:*

- Planned termination of counselling
- Client's decision to terminate the sessions
- Counsellor assesses and identifies issues of concern in a client case where to continue counselling would be unethical and/or place the client and/or others at risk

*Interruptions to counselling may include:*

- Counsellor illness
- Counsellor planned leave
- Counsellor changes employment
- Interruptions due to organisation change
- Counsellor ceases practice
- Other external factors eg. client illness, expert recommendations that counselling cease

## RANGE STATEMENT

*Client feedback strategies may include but are not limited to:*

- Interviews with colleagues
- Evaluation forms
- Complaints
- Recommendations
- Suggestions
- Focus group work



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including
  - couples counselling
  - individual counselling as planned strategy for relationships intervention
  - complex cases of consistent high level of relationship conflict

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of live relationship counselling, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Method of assessment*

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

## CHCFCS803A

## Provide grief and loss counselling

### Unit Descriptor

This unit of competency describes the skills and knowledge required for counsellors to explore the meaning and effect of grief and loss issues and work with individuals and families experiencing grief and loss

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit of competency applies to relationship counsellors providing counselling for couples, families, children and individuals (voluntary or involuntary) within the Family Relationships work area

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |  |   |
|--|---|
| <p>1. Establish rapport and explore the clients understanding of <i>grief and loss</i></p> | <p>1.1 Engage with client using their framework and language to establish an environment of safety and trust</p> <p>1.2 Join with the client to explore client's understanding of <i>grief and loss</i></p> <p>1.3 Assist clients to understand how their unique context has impacted on their experience of grief and loss</p> <p>1.4 Explain the <i>role of the counsellor</i> in dealing with loss</p>   |
| <p>2. Assist clients to understand the different impacts of grief and loss</p>             | <p>2.1 Explain the possible <i>range of responses to grief and loss</i></p> <p>2.2 Use effective intervention techniques to assist the client to normalise their responses to grief and loss</p> <p>2.3 Use correct terminology and concepts in the grief counselling process</p> <p>2.4 Identify the key issues in bereavement counselling setting</p> <p>2.5 Apply the <i>counselling strategies</i> to a broad range of diverse responses to grief</p> |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |   |
|---|---|
| 3. Formulate counselling responses to grief and loss                      | 3.1 Monitor and respond to client presentations including <i>safety and assessed risks</i>  |
|   | 3.2 Assist client to set goals or outcomes for the grief and loss process, dependant upon clients position in grieving process  |
|   | 3.3 Match therapeutic interventions to client's needs and goals   |
|   | 3.4 Facilitate referrals to <i>other support services</i> where appropriate   |
| 4. Terminate the counselling sessions                                     | 4.1 Recognise when the counselling is no longer serving the interests or needs of the client  |
|   | 4.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either renegotiate the professional relationship or terminate the service |
|   | 4.3 Engage client/s in determining any further external interventions as identified and arrange appropriate referrals   |
|   | 4.4 Discuss with the client any interruptions to counselling, planned or otherwise, and implement alternative interim counselling   |
| 5. Seek feedback from the client/s about the counselling service provided | 5.1 Review counselling progress and provision regularly with the client   |
|   | 5.2 Obtain feedback from the client throughout and at the conclusion of the counselling service   |
|   | 5.3 Use a range of feedback strategies to encourage client contribution to improved counselling practice  |
|   | 5.4 Review client feedback and use this to inform practice reflection and improvement in conjunction with supervision   |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge of:*

- Difference in grief in men, women, children and young people
- Own prejudices and stereotyping attitudes and behaviour about grief and loss and the potential influence these may have on counselling practice
- Limitations imposed on the counsellor - client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting
- Limitations to the effectiveness or usefulness of counselling practice in some circumstances and appropriate for client referral when necessary
- Contracting and reaching agreements with client about the nature, process and expected time frames and responsibilities of counsellor and client within the provisions of counselling
- Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of grief and loss
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, eg. power, abuse and conflict and impact of these on grief process
- Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling eg. group support for grief
- The importance and intent of counsellor participation in supervision
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling setting
- Contemporary research and approaches to grief and loss counselling in diverse cultural contexts
- Developmental stages and how grief is likely to affect young people and children
- Critical understanding and appreciation of the main approaches used in grief counselling
- Critical understanding of the theories of major grief counselling approaches
- Stages of human development and how this knowledge applies to counselling practice
- Human diversity including culture, gender, age, ability, class, sexuality, spirituality and ethnicity
- Recognise the role of social contexts on the counselling relationship
- Range of impacts of separation and divorce on couples, parents, children and other family members
- Knowledge of the different types of grief and understanding attitudes, attachment and anxiety issues associated with grief
- Complicated grief processes eg. people bereaved by suicide and other traumatic loss

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families and children
- Explain counselling goals and action plans and outline counselling process and agreements
- Assess and screen for domestic and family violence and child abuse using a range of processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context and discuss processes for client referral where necessary
- Comprehend a variety of individual and systemic therapeutic approaches and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction
- Assess grief and loss relating to cultural and spiritual differences
- Apply advanced counselling interventions and explain the contribution of counselling to the therapeutic process
- Compare and contrast grief counselling theories and approaches
- Identify common client concerns in the provision of counselling processes
- Work in a multidisciplinary environment where appropriate
- Manage confidentiality of information obtained from clients during the counselling process
- Maintain a solid theoretical base for effective and contemporary counselling practice
- Manage the dynamics of counselling groups and family groups experiencing high levels of ongoing conflict.
- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and context.
- Demonstrate sensitivity when counselling individual and groups from diverse backgrounds
- Apply age appropriate communication and counselling interventions when working with children and young people
- Work with child and parental loss
- Counsel and intervene for complicated grief and loss situations

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Grief and loss may include but is not limited to:*

- Significant loss for example:
  - relationships
  - employment
  - missed opportunities
  - goals and visions
  - infertility

*Range of responses to grief and loss may include but are not limited to:*

Different responses to grief will be evident depending on circumstances of loss, eg. post loss, suicide, homicide, disaster, indirect loss, vicarious traumatisation. Responses may include:

- disbelief
- avoidance
- anger
- sadness
- withdrawal
- dissociation
- suicidal ideations
- self harming
- stress reactions
- post traumatic stress disorder
- depression
- numbing
- denial
- anxiety

*Counselling strategies may include but is not limited to:*

*Depth of knowledge and levels of application of counselling approaches and theories is presented at the Essential knowledge and skills section of this unit of competency:*

- narrative therapy
- grief and loss model
- group therapy
- gestalt therapy
- person-centred therapy
- existential therapy
- research-informed practice

## RANGE STATEMENT

*Safety and assessed risks may include:*

- Processes for proactively enquiring about the presence of family domestic violence with the intention of preventing further violence or harm
- Processes for evaluating the nature of specific risks to safety for individual clients including depression, using assessment and structured clinical judgment
- The content of risk may relate to:
  - exposure to further violence
  - mental health issues
  - children's and parenting issues

*Other support services may include:*

- Crisis intervention services
- Legal or medical services
- Family domestic violence services
- Child support services
- Culturally specific services
- Accommodation services
- Access to services/information
- Financial services
- Child support agency
- Mediation services
- Living skills and problem solving programs
- Educational programs
- Specialist services ( include GP and psychiatrist)
- Grief support for grief and loss (therapeutic and self help)

*Termination of counselling sessions may include:*

- Planned termination of counselling
- Dealing with client decision to terminate the sessions
- Counsellor assessing and identifying issues of concern in a client case where to continue counselling would be unethical and/or place the client and/or others at risk



## RANGE STATEMENT

*Interruptions to counselling may include:*

- Counsellor illness
- Counsellor planned leave
- Counsellor changes employment
- Interruptions due to organisation change
- Counsellor ceases practice
- Other external factors eg. client illness, expert recommendations that counselling cease

*Client feedback strategies may include but are not limited to:*

- Interviews with colleagues
- In session feedback (with longer term work of grief)
- Evaluation forms
- Complaints
- Recommendations
- Suggestions
- Focus group work

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment*

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFCS804A

## Provide counselling to children and young people

### Unit Descriptor

This unit of competency describes the skills and knowledge required to provide therapeutic interventions when working with young people and children

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit of competency applies to family relationship counsellors providing counselling and other therapeutic interventions for children and young people within the family relationships work area and in accordance with the family law context and legislation

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |   |
|---|---|
| <p>1. Engage child/young person in the counselling process</p>          | <p>1.1 Set an <i>appropriate physical environment</i> to engage children and young people in counselling</p> <p>1.2 Use <i>age appropriate engagement techniques</i> to gain child and/or young persons trust</p> <p>1.3 Use communication strategies that are appropriate for the children/young people's developmental stage, culture and emotional needs</p> <p>1.4 Maintain an <i>ethical relationship</i> with children/young people in accordance with practice standards and legislative requirements</p> <p>1.5 Enable children to identify problem areas and effectively participate in the counselling process</p> <p>1.6 Assess parental family/influences and engage with parents appropriately</p> |
| <p>2. Respond appropriately to allegations and disclosures of abuse</p> | <p>2.1 <i>Respond to disclosures and allegations</i> in accordance with legislative requirements and organisation procedures</p> <p>2.2 Document factual information and observations as required by the organisation and any statutory child protection legislation</p> <p>2.3 Identify and <i>assess risk for clients</i> in relation to family domestic violence and other child protection concerns</p>   |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| Elements define the essential outcomes of a unit of competency.                    | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.   |
| 3. Formulate conceptualisation of the presenting problem                           | <p>3.1 <i>Identify factors relevant to the context of child/young persons in counselling</i></p> <p>3.2 <i>Develop hypotheses</i> to explain child/young person's presenting problems</p> <p>3.3 Monitor and review progress of sessions towards child/young persons goals</p>   |
| 4. Implement <i>case work processes</i> when counselling children and young people | <p>4.1 Develop a clear plan of how sessions will be conducted in collaboration with children and young people</p> <p>4.2 Develop measurable outcomes, treatment goals, treatment plans and after session plans with children and young people's input utilising <i>perspectives relevant to working with children and young people</i></p> <p>4.3 Work collaboratively with other stakeholders, including family members, other significant persons and professionals not present</p> <p>4.4 Record plans and complete other case documentation in accordance with practice setting policies, professional standards and legislative obligations</p> <p>4.5 Use a range of therapeutic interventions to engage and work with children and young people</p> |
| 5. <i>Terminate the counselling sessions</i>                                       | <p>5.1 Recognise when the counselling is no longer serving the interests or needs of the client an family</p> <p>5.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either renegotiate the professional relationship or terminate the service</p> <p>5.3 Engage client/s in determining any further <i>external interventions</i> as identified and arrange appropriate referrals</p> <p>5.4 Discuss with the client any <i>interruptions to counselling</i>, planned or otherwise, and implement alternative interim counselling</p>   |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

6. *Seek feedback from the client/s* about the counselling service provided

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 6.1 Review counselling progress and provision regularly with the client in a developmentally appropriate way
- 6.2 Obtain feedback from the client at the conclusion of the counselling service
- 6.3 Use a *range of developmentally appropriate feedback strategies* to encourage client contribution to improved counselling practice
- 6.4 Review and reflect on client feedback and incorporate this information as part of supervision for the purpose of practice improvement

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Stages of child development and relevance to work with vulnerable children
- Attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- Own prejudices and stereotyping attitudes and behaviour towards children and young people and the potential influence these may have on counselling practice.
- Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting when working with children and young people.
- Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary
- Contracting and reaching agreements with parents/ children and young people about the nature, process and expected time frames and responsibilities for counsellor and client within the provisions of counselling.. Particular emphasis on client confidentiality and determination of who the client is in child counselling.
- Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of counselling practices with children and young people.
- Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, eg. power, abuse and conflict in family and sibling relationships
- Assessment skills, tools and instrument used to screen for abuse before, during and after child counselling and any additional safety planning requirements and procedures for clients and staff
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- Relevant state and federal legislation applicable to counselling practice
- Limitations of confidentiality that may arise in the counselling of children and young people setting
- Contemporary research and approaches to counselling in diverse cultural contexts
- Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms
- Critical understanding and appreciation of the main approaches used in child and young person counselling
- Stages of human development and how this knowledge applies to child and young person counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity
- Range of impacts of separation and divorce on parents and children and other family members
- Impact of conflict, particularly high level and/or ongoing conflict, on children, and the use of child focused approaches to intervene and minimise the impacts



## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Identify and adhere to legislative requirements of counselling and working with children and young people in a broad range of contexts including Family Law and Child Protection
- Explain counselling goals and action plans and outline counselling process and agreements in terms that are understood by the child/young person
- Assess and screen for domestic and family violence and child abuse using a range of processes
- Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues
- Manage the counselling role within an ethical context with particular reference to the child focused practice where necessary.
- Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction and application of adult techniques to children and young people
- Apply an appropriate counselling approach and identify specific interventions to ensure child and young person client needs are met.
- Compare and contrast child focused counselling theories and models
- Identify common concerns in the provision of child and young person counselling processes
- Work in a multidisciplinary environment where appropriate and respect the practice base of others.
- Manage confidentiality of information obtained from child and young person clients during the counselling process particularly with regard to limitations of confidentiality
- Maintain a solid theoretical base for effective and contemporary child and young person counselling practice
- Manage the dynamics of counselling children and young people experiencing high levels familial and parental conflict.
- Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and child/young persons competency and context.
- Demonstrate sensitivity when counselling children and young people from diverse backgrounds
- Apply age appropriate communication and counselling strategies and models when working with children and young people eg. use of play
- Complete case work and participate effectively in case management processes where appropriate
- Produce case records, files and reports to a standard acceptable to industry standards

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Age appropriate physical environment may include:*

- Means by which an emotionally safe and empathic environment is created
- Appropriate space – child friendly
- Toys, puppets, experiential activities (crayons, textas, paints), sand tray and symbols eg. dolls house, books and resources appropriate to various ages and which are culturally appropriate
- Resources for care-giver and other family members where relevant
- Where worker is able to ‘control’ the environment – a separate child specific and friendly space

*Age appropriate engagement techniques may include but are not limited to:*

- Age and developmentally appropriate communication techniques especially the use of play therapy
- Storytelling
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower the client/young person
- Cultural, and sub-cultural awareness/sensitivity
- Demonstrating empathy
- Validating child or young persons emotions
- Using appropriate body language
- Asking open-ended questions
- Maintaining confidentiality
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening

## RANGE STATEMENT

*Ethical relationships must include:*

- Counselling practices that reflect the obligations of the practitioner under codes of ethics, and standards of professional membership and/or legislation, to ensure the safety and well being of the child and/or young person in the counselling relationship

Counsellor knowledge and application of:

- international conventions relating to the rights of children and young people
- relevant international conventions on civil and human rights

*Respond to disclosures and allegations of abuse includes:*

Legislative and statutory requirements may include:

- Relevant state/territory/commonwealth legislation (eg. Domestic Violence, Guardianship, Disability Services, Immigration, Anti-Discrimination, Child Protection, Legal Practice legislation, other legislation specific to children and young people)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of Information legislation

## RANGE STATEMENT

*Assess risk for clients includes:*

- Self identification of risk, threat or attempts to self-harm
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner, parents
- Current or previous police involvement
- Objective assessment of care-givers current ability to protect child/young person from further assault or harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Child/young person being denied access to required medications/ resources
- Existing or previous orders relating to domestic violence (eg. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Implausible explanation for injuries
- Frequent hospital visits/admissions
- Current or previous parental separation
- Family court and/or relationship history
- Children who have been in care

*Identify factors relevant to the context of child/young persons in counselling*

- Current or previous parental separation
- Family court and/or relationship history
- Children's behaviour and developmental level
- Other factors that may indicate a history of violence
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Presenting issues including assessment with parents/care givers

## RANGE STATEMENT

*Case work processes may include:*

- Interviews with child/young person, their family, significant others and carers
- Completing applications and other forms such as questionnaires
- Case documentation – file notes, case plans
- Using specialist communicators, interpreters
- Classification tools
- Obtaining and processing information from professionals including medical reports and psychological and developmental assessment
- Obtaining ,processing and or providing information to/from service providers including child protection authorities
- Liaison with schools

*Termination of counselling sessions may include:*

- Planned termination of counselling
- Client or parents decision to terminate the sessions
- Counsellor assesses and identifies issues of concern in a client case which determine to continue counselling would be unethical and/or place the client and/or others at risk

*Interruptions to counselling may include:*

- Counsellor illness
- Counsellor planned leave
- Counsellor changes employment
- Interruptions due to organisation change
- Counsellor ceases practice
- Other external factors eg. client illness, expert recommendations that counselling cease

*Client feedback strategies may include but are not limited to:*

- Interviews with colleagues
- Developmentally appropriate evaluation forms
- Complaints
- Recommendations
- Suggestions
- Focus group work
- Feedback on client from parent

*Perspectives relevant to working with children and young people may include but is not limited to:*

- Systemic
- Experiential
- Play therapy

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including:
  - complex cases of child and/or young person counselling in situations of high level parental conflict

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Method of assessment*

- Observation in the work place is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role





## CHCFCS805A

## Provide group counselling

### Unit Descriptor

This unit of competency describes the skills and knowledge required to facilitate a group counselling session

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit of competency applies to relationship counsellors providing counselling for couples, families and groups of individuals as voluntary or involuntary clients

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |  |  |
|--|--|
| 1. Identify appropriate group participants | <p>1.1 Develop criteria for appropriate participant selection</p> <p>1.2 Implement ethical processes for <i>participant selection</i></p> <p>1.3 Document and record member selection process in line with accepted practice</p> <p>1.4 Maintain confidentiality of group participant personal information</p>   |
| 2. Facilitate group counselling            | <p>2.1 Develop goals for the <i>counselling group</i></p> <p>2.2 Apply a variety of <i>strategies</i> and interventions in the process of group development</p> <p>2.3 Maintain effective facilitation of participant self awareness and individual change through the phases of the group</p> <p>2.4 Professionally facilitate and reflect on influence of own values on group participants</p> <p>2.5 Apply skills and techniques reflecting respect and understanding for diversity of group participants and <i>group dynamics</i></p> <p>2.6 <i>Manage conflict</i> issues appropriately as they present in the group counselling process</p> |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |  |
|---|--|
| 3. Apply <i>ethical standards</i> in group counselling  | 3.1 Adhere to recognised standards for group counselling practice  |
|   | 3.2 Maintain respect and confidentiality of individual participants and group content and process and negotiate group agreement re confidentiality |
|   | 3.3 <i>Maintain appropriate boundaries</i> as group counsellor   |
|   | 3.4 Respond constructively and immediately to group behaviours that are disruptive, manipulative or sabotage the process                           |
|   | 3.5 Facilitate <i>group member debriefing</i> as appropriate   |
| 4. Undertake <i>supervision and professional development</i> to ensure a high standard of facilitation skills | 4.1 Identify a suitable supervisor for group counselling and negotiate a supervision plan  |
|   | 4.2 Participate in regular supervision sessions  |
|   | 4.3 Apply learning from supervision and professional development   |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Variety of systemic therapeutic group work interventions and their application, including evidence-based and culturally sensitive approaches
- Recognise strengths, limitations, and contraindications of specific group counselling models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- Understanding and apply theories of stages of group development
- Distinguish between content and process issues and respond appropriately
- Knowledge and application of ethical behaviour and legal frameworks for the therapeutic relationship in groups
- Knowledge of support groups available to families with relationship difficulties
- Development of self awareness to facilitate the group counselling process
- Boundaries and limitations to group counselling interventions
- Organisation policy and procedures
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, groups, abuse and conflict
- The development of group counselling theories
- Recognition of the influence of own beliefs and attitudes on group facilitation
- Understanding of issues of discrimination affect group members from diverse cultures
- Reflection on practice and the influence of the group leaders attitudes and values
- Recognising and avoiding the uses and abuse of group techniques

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Use effective interpersonal and communication skills when working in group setting with diverse range of participants
- Manage conflict positively and constructively within the group counselling setting
- Monitor and respond appropriately to group dynamics and associated behaviours
- Monitor and respond professionally to safety concerns for self and group members
- Demonstrate appropriate and effective use of recognised and contemporary approaches in group learning/process
- Respond appropriately to a range of demonstrated and expressed emotions within groups
- Clarify boundaries and group purpose with group participants
- Apply adult learning principles
- Select and apply a range of group counselling strategies and interventions
- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, family of origin, larger systems issues of the client) and presenting issue
- Work effectively with voluntary and involuntary clients
- Modify or adapt group interventions to meet the expressed needs of the group participants
- Identify and professionally manage issues of an ethical nature in group work
- Evaluate techniques and effectiveness of group counselling facilitation

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Participant selection may include:*

- Participants are selected according to purpose of group
- Opportunity for participants to fulfil identified goals in the intended process
- Specific regard for issues of mental health, substance use, behavioural issues, cultural needs, personal characteristics for example, age, gender, issues experienced
- Referral to external resources for individuals unable to be catered for in the group counselling setting
- Facilitators acceptance and positive regard for participants

*Group counselling strategies may include:*

- Immediacy in discussion
- Spontaneous group discussions
- Structured exercises
- Simulated role plays
- Supporting change in participants lives through the use of group interventions

*Practice supervision and professional development may include but is not limited to:*

- Senior counsellor/therapist qualified to perform supervision
- Group supervision eg. with co facilitator
- Regular contact and structured reflection process with qualified supervisor in person or via other medium
- Training, workshops, conferences and associated learning programs attended on a regular basis as part of an overall professional and career development plan

## RANGE STATEMENT

*Group dynamics may include:*

- Conflict between participants
- Attempted sabotage of process
- Manipulation of other participants
- Participants inappropriate use of behaviour or relationships
- Conflict between the facilitator and participants
- Group splitting
- Avoidance of discussion of conflict
- Conflict between co-facilitators
- Support
- Challenging feedback

*Conflict management may include:*

- Terminating attempts to scapegoat and personal attacks on others
- Clarifying and normalising emotions
- Encourage participant ownership of issues and promote appropriate expression of needs and negotiated options for resolution

*Participant debriefing may include*

- Recognise new emotion and learnings
- Recognise challenges in group participation
- Identify further needs for debriefing

*Maintaining appropriate boundaries may include:*

- Apply confidentiality and mandatory reporting requirements
- Engage in appropriate supervision
- Use of appropriate group counselling interventions when needed
- Sensitive to individual readiness
- Appropriate personal disclosure

*Group needs may include:*

- Physical, emotional, psychological, intellectual needs shared by the group

*Ethical issues may include:*

- Informed consent
- Involuntary participation
- Right to withdraw from group counselling
- Psychological risks associated with group involvement
- Referral for individual counselling support

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
  - consistency of performance should be demonstrated over the required range of situations relevant to the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment*

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCFCS806A

## Work within a clinical supervision framework

### Unit Descriptor

This unit of competency describes the skills and knowledge required to participate in effective clinical supervision for the continued improvement of counselling skills and best practice

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit of competency applies to relationship counsellors providing counselling for couples, families, children and young people as voluntary or involuntary clients

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

#### 1. Initiate *clinical supervision* arrangements

- 1.1 Explain the purposes of supervision
- 1.2 Complete contractual agreement including goal setting and timeframes for supervision with the supervisor
- 1.3 Outline expectations of supervision to the supervisor
- 1.4 Identify own supervision goals when engaging with a *clinical supervisor*
- 1.5 Match learning, experience and specialist or generalist practice areas with appropriate supervisor
- 1.6 Verify the suitability and qualifications of identified supervisor, supervision model and contract

#### 2. Prepare for *clinical supervision*

- 2.1 Provide evidence of personal growth and professional learning with particular regard to current counselling cases
- 2.2 Explain the importance of debriefing
- 2.3 Understand influence of organisation culture on policy and procedure
- 2.4 Apply ethical practices and frameworks

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |  |
|---|--|
| 3. Utilise supervision to determine effectiveness of clinical practice and techniques | 3.1 Discuss challenging areas of practice using existing clinical cases  |
|   | 3.2 Undertake to discuss self analysis and evaluate own response to clients.   |
|   | 3.3 Maintain client confidentiality in case discussions  |
|   | 3.4 Evaluate knowledge of current clinical literature and its application  |
| <br>  |  |
| 4. Initiate opportunities to contribute to the development of own knowledge           | 4.1 Understand and critique professional research and assess the quality of research studies and program evaluation literature |
|   | 4.2 Use current research to inform practice  |
|   | 4.3 Understand the ethical, legal and contextual issues involved in the conduct of clinical research and program evaluation    |
|   | 4.4 Pursue professional development through self – reflective practice, collegial consultation, and professional reading       |
|   | 4.5 Implement a program to maintain professional competence  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Personal awareness of values, family of origin work, in depth analysis
- Development of counselling models and theories
- Self Awareness
- Boundaries and limitations to counselling interventions
- Timing and appropriate termination counselling
- Difference between supportive and interventionist counselling
- Organisation policy and procedures
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Understanding of a wide range of client groups and cultural diversity
- Support groups available to families with relationship difficulties
- Understand dynamics of intimate relationships
- Advances and theory regarding effective practice
- Aware of legislative and professional standards requirements to practice
- Acknowledge and describe the importance, purpose and benefits of clinical supervision
- Professional ethics and standards of practice that apply to the practice of counselling
- Policies and procedures of the practice setting
- Understand the process for ethical decision making
- Recognise ethical dilemmas in counselling practice
- Recognise when a legal consultation is necessary
- Recognise when unscheduled supervision is required
- Monitor issues related to ethics, laws, regulations and professional standards

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

#### Ability to:

- Seek out clinical supervision and professional development opportunities to ensure best practice and to meet duty of care requirements
- Critically review own counselling practice
- Accept critical feedback from supervised practice
- Accept accountability
- Maintain a solid theoretical base
- Provide transparent service and be accountable for actions
- Apply ethical standards
- Manage time
- Appreciate individual difference
- Identify own professional development needs
- Demonstrate awareness of self
- Demonstrate an awareness of the impact of values, belief systems and their own relationships on the professional relationship
- Practise within the defined scope of practice and competence
- Demonstrate highly developed research and analytical skills
- Consult with peers and/or supervisor if personal attitudes or beliefs threaten to adversely impact on counselling work
- Recognise opportunities for counsellors to participate in clinical research
- Take appropriate action when legal and ethical dilemmas emerge

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clinical supervision may include:*

- In person individual supervision with qualified and experienced clinical supervisor
- Telephone or other communication mode
- Group supervision
- Peer supervision
- Engaging with a supervisor either external or internal to the organisation

*Awareness of self may include:*

- Family of origin
- Belief and value systems
- Personal experiences
- Biases and prejudices
- Sexuality
- Gender

*Preparing for supervision may include but is not limited to:*

- Maintaining journal work for self reflection that contributes to the content of supervision
- Identifying areas of practice to be challenged
- Identifying and acknowledging reactions and responses to counselling interactions and situations
- Identifying limitations in areas for practice development

*Evidence of personal growth and professional learning may include:*

- Demonstrated workable application of:
  - extended and improved counselling skills
  - extended knowledge of counselling theories and approaches
  - ability to analyse own counselling errors and discuss options for improving practice

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment*

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role





## **UNIT CHCFIN1A Provide information and support to assist clients to manage personal and household finances**

### **Unit Descriptor**

This unit applies to the role undertaken by financial counsellors to empower individuals to make informed decisions to assist them to deal with present and future financial issues.

The unit would be combined with other counselling skills which may have been attained through Higher Education study, a community services vocational qualification or on the job training.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Obtain informed consent from client to enter into a financial counselling process | <p>1.1 The role of the financial counsellor and expectations of the representative agency are clarified with the client</p> <p>1.2 Rights and responsibilities of client are explained</p> <p>1.3 Client's expectations and needs are clarified to ensure their issues and motivations are suited to financial counselling</p>   |
| 2. Work with the client to assess their financial situation                          | <p>2.1 Information is collected on the client's financial situation including relevant personal issues</p> <p>2.2 An examination of the material is undertaken with the client to identify areas for further investigation</p> <p>2.3 Additional information is sought as required, including the status and validity of contracts</p> <p>2.4 Client assisted to identify areas where they want to take action</p> <p>2.5 Client's legal rights and responsibilities are identified and discussed</p>                |
| 3. Work with the client to develop an action plan                                    | <p>3.1 A list of all areas of concern is developed in conjunction with the client</p> <p>3.2 Advice is sought from the client about areas causing the greatest concern</p> <p>3.3 Information is provided by financial counsellor regarding clients responsibilities for individual debts and overall financial situation</p> <p>3.4 Discussion of pros and cons of various courses of action is undertaken with the client</p> <p>3.5 Client assisted to prioritise areas for immediate and longer term actions</p> |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | <p>3.6 Client assisted to identify workable strategies to address their financial concerns</p> <p>3.7 Client assisted to develop their own action plans to address their circumstances</p> <p>3.8 Discussion of need for advocacy or negotiation by client and/or financial counsellor is undertaken</p>   |
| 4. Provide and evaluate ongoing support as required to the client        | <p>4.1 Client asked about their interest in ongoing support</p> <p>4.2 Areas identified where clients may require referral to specialists agencies or professionals</p> <p>4.3 Range of support services able to be provided by the organisation and others are identified</p> <p>4.4 An ongoing plan is developed and implemented with the client defining any support to be provided</p> <p>4.5 The roles and responsibilities of the client and counsellor in the support framework are worked through with the client</p> <p>4.6 Processes implemented to evaluate the effectiveness of support provided to the client</p> <p>4.7 Support services revised in the light of evaluation feedback</p> |
| 5. Participate in reflective practice processes                          | <p>5.1 Clinical supervision is implemented in accordance with organisational policy and procedures</p> <p>5.2 Current industry information is collected and utilised in clinical practice</p> <p>5.3 Professional development activities undertaken to meet organisational and industry requirements</p> <p>5.4 Reflective practise are consistent with relevant codes of practice and ethical guidelines</p>  |
| 6. Maintain client records as required in a financial counselling agency | <p>6.1 Processes are implemented to keep accurate records of financial counselling sessions in accordance with organisational &amp; privacy requirements</p> <p>6.2 Appropriate file notes are recorded taking into account professional and legal requirements</p> <p>6.3 Confidentiality of records maintained in accordance with professional and legal requirements.</p>   |

**ELEMENT**

**PERFORMANCE CRITERIA**

- 6.4 Client records are to be secured for storage, archiving and destruction as per organisational and privacy requirements.

## RANGE STATEMENT

*Information on clients financial situation and relevant personal details will include:*

- Income and entitlements
- Credit and debt commitments
- Assets
- Household expenditure
- Possible sources of financial assistance
- Employment status
- Constituents of Household
- Any personal issues with direct impact on the financial situation

*Status and validity of contracts may include:*

- Original documents
- Signatories
- Guarantors
- Co-borrowers
- Timeframe
- Contract calculations
- Security
- Payment history

*Action plans:*

- May be short term or long term

*Strategies to address their circumstances may include:*

- Assessment of the legality of debts
- Assessment of possible legal remedies
- Development of a money plan
- Strategies for increasing income
- Strategies for decreasing expenditure
- Strategies for reducing credit and debt problems
- Referral to other appropriate professionals

*Referrals to range of support services that may address client issues may include:*

- Government income support agencies
- Support agencies for mental health, domestic violence, AOD issues, gambling counselling etc.
- Accommodation agencies including emergency housing agencies
- Community health centres
- Family support agencies
- Local community support networks

## RANGE STATEMENT

- Financial assistance agencies
- Emergency relief agencies
- Dispute Resolution Services
- Free legal services
- Other Counselling services

*Clinical supervision may include:*

- General supervision by a senior financial counsellor
- Mentor group meetings
- Review with peers
- Interagency meetings to discuss cases

*Professional development activities may include:*

- In-house training
- External training
- Attendance at conferences, seminars
- Clinical supervision
- Attendance at industry association activities
- Case presentations/discussions

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:* To be assessed as competent in this area candidates must demonstrate they can effectively work with clients to:

- Identify financial issues, prioritise them and develop an intervention strategy to address the situation
- Work in direct collaboration with the clients and within the bonds of their wishes
- Work within ethical guidelines

*Essential knowledge:*

- Types of Credit:
- Credit/Lending insurance
- Commonwealth Government entitlements
- State and Territory entitlements
- Working knowledge of current federal and relevant State/Territory economic policies
- Working knowledge of the economic system's ideology as it operates in Australia
- Working knowledge of the structure and processes of the legal system
- Working knowledge to enable identification of issues and provide referral of relevant Commonwealth and state / territory legislation relating to:
  - Fair Trading and Trade Practices
  - Consumer legislation
  - Bankruptcy
  - Consumer credit
  - Contracts
  - Financial/Loan company procedures
  - Hire Purchase
  - Taxation
  - Motor Car Trade
  - Legal Aid
  - Family law
  - Residential Tenancy

## EVIDENCE GUIDE

- State/Territory Housing policy and procedures
- Child support
- Court procedures
- Insurance
- Superannuation
- Workers compensation
- Business and sole trading
- Knowledge of local support networks available including:
  - Financial assistance agencies
  - Office of Consumer affairs
  - Insurance companies
  - Ombudsmen
  - Welfare Right Centres
  - Housing tribunals
  - Dispute resolution Schemes
  - Disability support
  - Domestic violence support
  - Specialist counselling services
  - Local Utilities and their procedures:
    - Telephone
    - Electricity
    - Gas
    - Council rates
    - Water
    - Banking
  - Pension eligibility procedures
  - Securities (Guarantees and mortgages)
  - Ethical practice in this area
  - Duty of care responsibilities to the client
  - Relevant sections of Privacy Act 1988 and amendments December 2001
  - Relevant Legislation eg Mandatory reporting, subpoena of files
  - Professional Code of Conduct/Organisation Policies
  - Professional Indemnity Insurance requirements
  - Confidentiality requirements of profession

## EVIDENCE GUIDE

### *Essential skills:*

- Preparation of income and expenditure statements
- Development of short/long term money plans
- High level interpersonal skills to establish an effective relationship with clients
- High level communication skills including reflective listening, questioning techniques
- Well developed analytical skills to analyse information from a range of sources
- Ability to impart information in a clear manner
- Ability to assist the client to clarify their own priorities and motivations whilst integrating information about financial rights and obligations
- Working within statutory requirements
- Face to face and Telephone interviewing
- Networking
- Report writing
- Information collection and storage
- Case and file management
- Advocacy
- Building networks
- Interpreting government policies
- Problem solving
- Crisis support
- Research
- File management

### *Resource implications:*

- Access to appropriate workplace where assessment can take place; or
- Simulation of realistic workplace setting for assessment

### *Consistency in performance:*

Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

### *Context of assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions



## UNIT CHCFIN2A Determine client needs in respect to financial issues

### Unit Descriptor

This unit describes the competencies required to identify and respond to the immediate needs of current and potential clients including the provision of services such as referral and pre-determined information.

This unit is a customised version of CHCCH2A Provide first point of contact.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Respond to initial client contact  | 1.1 Client greeted and rapport established   |
|   | 1.2 Client is listened to and acknowledged in a pleasant and accepting way   |
|   | 1.3 Distressed people are responded to in a relaxed and calm manner  |
| 2. Collect routine information from the client                                  | 2.1 Information is collected and documented in accordance with organisational procedures   |
|   | 2.2 Reasons for contact with the service are discussed with client in accordance with organisational procedures  |
|   | 2.3 Client confidentiality is maintained in accordance with organisational policies and procedures   |
|   | 2.4 Client rights and responsibilities are explained and observed in accordance with organisational policy   |
| 3. Provide information to clients about the service and other relevant services | 3.1 Client is provided with current, relevant and culturally appropriate information on the service and other relevant services and what each provides |
|   | 3.2 Clients are assisted to contact other agencies/services as appropriate to obtain further information   |
| 4. Assess priority of need for service  | 4.1 Appointment arranged to see a financial counsellor on the basis of information provided  |
|   | 4.2 Client referred to appropriate services according to urgency and nature of need  |
|   | 4.3 Financial counsellor is briefed on the case prior to the appointment   |

## RANGE STATEMENT

*Initial contact may be made:*

- Over the telephone
- Personal visit
- Via referral from another organisation

*Routine Information is usually collected from the client over the telephone.*

*Response to requests for information will take into consideration the enquirer's:*

- Language and style
- Literacy level
- Cultural factors
- Previous contact
- Disabilities

*Information is:*

- Current
- Relevant
- Culturally and linguistically appropriate

*Information on the service and other relevant services may be delivered in the form of:*

- Informal discussion
- Published material, newsletters/circulars, leaflets/brochures
- Correspondence/written reports
- Audio-visual
- Posters/graphic representation

*Information may be given about the following types of services:*

- Government and non government services eg. Accommodation, health, education/training, employment, social/recreation, counselling, financial, self help, advocacy, transport
- People with relevant special qualities, knowledge and/or expertise
- Government allowances, pensions and benefits
- Cross cultural services

*Services may include:*

- Making an appointment to see a financial counsellor in the agency/organisation
- Providing information on existing services

## RANGE STATEMENT

*Safety takes into account:*

- Body language
- Tone of voice
- Location
- Stress/anxiety
- Aggression

*Assistance may be sought from:*

- Other staff
- Consumer groups
- Other community based support services

*Appropriate services may include:*

- Centrelink
- Support agencies for mental health, domestic violence, AOD issues etc.
- Accommodation agencies including emergency housing agencies
- Community health centres
- Family support agencies
- Local community support networks
- Financial assistance agencies
- Emergency relief agencies
- Dispute Resolution Services
- Welfare Right Centres

*Briefing of financial counsellor may include:*

- Preparation of written file
- Verbal presentation

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Collecting relevant financial information to determine client's needs
- Providing accurate and relevant information particularly in respect to financial matters
- Assessing the need of the client to be referred to a financial counsellor or other service

### *Essential knowledge:*

- Good working knowledge of local support networks available
- Local utilities and their procedures
- Role and responsibilities of self and other staff in the organisation
- Indicators of abnormal behaviour for clients
- Understanding of relationships between service providers
- Other services and networks
- Organisational service provision policies and procedures
- Organisational policies and procedures for confidentiality
- Clients rights and responsibilities in the organisation
- Workers' rights and responsibilities in the organisation
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

### *Essential skills:*

- Non-judgemental approach to working with people
- Reporting skills
- Observation skills
- Cultural sensitivity
- Verbal and non verbal communication
- Liaison/referral
- Confidentiality
- Resolving aggression
- Basic negotiation
- Safety awareness
- Predicting violence
- Listening and referral

## EVIDENCE GUIDE

*Resource implications:*

- Access to appropriate workplace where assessment can take place; or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

*Context of assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions



## **UNIT CHCGROUP1B      Support the activities of existing groups**

### **Unit Descriptor**

This unit describes the functions of supporting identified existing community groups through the provision of resources.

| <b>ELEMENT</b>  | <b>PEFORMANCE CRITERIA</b>  |
|---|---|
| 1. Respond to requests for support from existing groups | <ul style="list-style-type: none"><li>1.1 Opportunities are provided for groups to express their need for support</li><li>1.2 Information is made available and options for meeting needs are developed and presented</li><li>1.3 Provision of support is within organisational policy and criteria and within the job role</li></ul>   |
| 2. Provide resources                                    | <ul style="list-style-type: none"><li>2.1 The nature of resources, their availability and guidelines for use are clearly described to groups seeking support</li><li>2.2 A cooperative approach to the use of resources is encouraged</li><li>2.3 Guidelines determining criteria, allocation and conditions of use are applied</li><li>2.4 Advice is provided on alternative sources of resources</li><li>2.5 Reports on the demand and use of resources are provided where required</li></ul> |

## RANGE STATEMENT

### *Support will include:*

- Resources managed by the organisation
- Information about resources managed by other organisations
- Advice and information
- Individual or group supervision

### *Groups include:*

- Those defined by the objectives of the organisation
- Those in existence or in the process of being established within the organisation

### *Resources may include:*

- Space for groups to meet
- Facilities
- Equipment
- Advice and information for groups
- Facilitators for group meetings
- Books, posters, videos and other materials
- Financial assistance
- Information about resources available from other organisations/agencies

### *Reports may include:*

- Basic data on demand and usage
- Information collected at the request of management/supervisor/team
- Routine reporting
- Information for users of resources



## EVIDENCE GUIDE

This unit is based on the Community Work National Competency Standards unit of the same name.

*Critical aspects of evidence:* Worker provides support to existing groups within limits of own jobs and responsibilities

*Essential knowledge:*

- Organisation's programs, policies, objectives, criteria and priorities
- Organisational appointment system/booking system for provision of resources to groups
- Resources managed by the organisation
- Resources managed by other organisations
- Existing groups allied with the organisation's work
- Referral procedures for other organisations/agencies
- Understanding of group processes and group dynamics

*Essential skills:*

- Data collection
- Record keeping

*Resource implications:*

- Access to appropriate workplace where assessment can take place or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning or evidence gathered from the workplace
- Assessment may take place on one occasion but must include assessment of competence with more than one existing group

*Context of assessment:* This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions



## UNIT CHCGROUP2C      Support group activities

### Unit Descriptor

Participating in and providing general support for a range of informal and formal groups in a variety of settings.

| ELEMENT                                  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Identify the purpose of the group     | <ul style="list-style-type: none"><li>1.1 Activities which meet the purpose of the group are identified and determined with the members of the group</li><li>1.2 Rules for group behaviour are discussed and established with all group members</li><li>1.3 Individual differences of workers and group members are identified, acknowledged and respected</li><li>1.4 The goals, needs and expectations of the participants is sought, received and accommodated according to available resources</li></ul>  |
| 2. Establish relationship with the group | <ul style="list-style-type: none"><li>2.1 Roles played by group members including the worker are defined</li><li>2.2 A suitable level of participation is encouraged</li><li>2.3 Group is informed of resources available to meet group's needs</li><li>2.4 The capacity of the worker to respond to group's needs is assessed and communicated to the group, in an appropriate manner</li><li>2.5 The most appropriate support to achieve the objectives of the activity is selected and implemented</li><li>2.6 Clear communication is modelled to group members</li><li>2.7 Group members are encouraged to use clear and appropriate communication</li><li>2.8 Communication and interactions with group members respects individual differences and needs</li><li>2.9 Communication and interactions with group are appropriate to aim and purpose of group</li><li>2.10 Appropriate processes are implemented as necessary to address breaches of behaviour</li><li>2.11 Participants are encouraged to agree on and abide by a set of appropriate guidelines</li></ul> |

| ELEMENT                                    | PERFORMANCE CRITERIA  |
|--|---|
|  | <p>2.12 The group's achievements are promoted in a way which motivates and recognises participants' efforts</p> <p>2.13 Where required, records of group interaction are kept in a manner consistent with organisation's documentation requirements</p>   |
| 3. Organise resources for group activities | <p>3.1 Work is undertaken to ensure adequate resourcing is available</p> <p>3.2 Availability of resources and guidelines for use are communicated to group</p> <p>3.3 A cooperative approach to the use of resources is encouraged</p> <p>3.4 Reports on the use of resources are completed if required</p> <p>3.5 Reports are completed to standard required by organisation</p> |

## RANGE STATEMENT

*Group activities may be:*

- Formal or informal
- Structured
- Semi structured
- Unstructured

*Group activities may relate to:*

- Discussions
- Sporting and recreation activities
- Research, planning and management
- Informal and formal education
- Community action
- Special interest causes

*Resources will include:*

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

*Support will include:*

- Resources managed by the organisation
- Advice, information and facilitation
- Individual or group supervision

*Individual differences may include differences in:*

- Beliefs
- Values
- Age
- Cultural background
- Physical abilities

*Appropriate communication will be:*

- Communication related to group purpose and aims
- Communication that respects individual differences and abilities of group members

*Reports may be:*

Verbal or written according to organisational procedures

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Support group activities for formal and informal groups
- Participate in for a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

### *Essential knowledge:*

- Dynamics of groups and the different styles of group leadership and decision making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisational and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

### *Essential skills:*

- Oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting. Language used may be English or community language, depending on the client group
- Written communication competence to complete reports required by the organisation. The complexity of reports may vary from completing an organisational proforma, to completing a unstructured report. Literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace. Reports may be written in English or community language depending on the organisational requirements
- Reading competence required to fulfil the job role. This may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc. Language in use may be English or community language depending on organisation

## EVIDENCE GUIDE

*Resource implications:*

Access to appropriate workplace where assessment can be conducted or simulated of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace

*Context of assessment:*

This units is most appropriately assessed in the workplace and under the normal range of workplace conditions





## UNIT CHCGROUP3C      Plan and conduct group activities

### Unit Descriptor

Participating in, establishing and leading a range of informal and formal groups in a variety of settings.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Address resourcing issues for group activities | 1.1 Planning of group activities includes consideration of: <ul style="list-style-type: none"><li>– The purposes, defined according to the identified needs of the client group</li><li>– The human, financial and physical resources required</li></ul> |
|   | 1.2 Where required resources are not immediately and readily available appropriate submissions are made to potential sources of assistance and resources   |
|   | 1.3 Where formal submissions are made they meet the requirements of the funding guidelines and the organisations principles and practice   |
| 2. Coordinate a group planning process            | 2.1 Opportunities for collaborative planning of group activities with clients are actively sought and promoted and information about the needs and expectations of the group is solicited, analysed and prioritised                                      |
|   | 2.2 The purpose of group activities is negotiated with the group in a manner which gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes                 |
|   | 2.3 The purpose of the proposed group activity is translated into a set of aims and objectives   |
|   | 2.4 The potential impact on group operation of the values and beliefs of both the worker and the client is analysed and clarified with those involved in planning and implementing group activities  |
|   | 2.5 Contributions and suggestions to group planning processes are dealt with in a way to promote continued participation   |
|   | 2.6 Planned group strategies are designed that promote effective group operation and take into account the specific characteristics of the clients who will participate in the activity or program   |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 3. Manage group processes including responding to conflict | <p data-bbox="620 255 1342 322">3.1 Opportunities are promoted for open dialogue and active listening between group members</p> <p data-bbox="620 338 1302 443">3.2 Sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability, is encouraged and modelled</p> <p data-bbox="620 459 1329 981">3.3 When conflict threatens or arises:</p> <ul style="list-style-type: none"> <li data-bbox="703 510 1294 616">– Strategies to prevent it are implemented within the role, power and capacity of the worker</li> <li data-bbox="703 631 1238 698">– The outcomes of positive conflict are identified and reinforced</li> <li data-bbox="703 714 1329 819">– Relevant principles and practices of conflict resolution are clarified and confirmed and agreement sought to implement them</li> <li data-bbox="703 835 1302 981">– Acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged</li> </ul> <p data-bbox="620 996 1318 1137">3.4 Opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict resolution processes</p> |
| 4. Evaluate group activities                               | <p data-bbox="620 1205 1337 1272">4.1 Aims and objectives of the group activity provide the basis for evaluation and feedback</p> <p data-bbox="620 1288 1337 1429">4.2 Feedback from all group participants is sought on leadership style, group process, achievement of objectives, other achievements and areas for development</p> <p data-bbox="620 1444 1262 1547">4.3 Evaluation data is documented according to organisational procedures and distributed to relevant people</p>  |

## RANGE STATEMENT

*Group activities may be:*

- Formal or informal
- Structured
- Semi structured
- Unstructured

*Group activities may relate to:*

- Discussions about relevant issues
- Sporting and recreation activities
- Music and performing arts
- Research, planning and management
- Informal education
- Community action
- Special interest causes

*Communication with young people may include:*

- Oral, written or visual means
- Use of third party translation/interpretation
- Any language

*Requirements of submissions will include:*

- The aim and objectives of the proposed activity or program
- Implementation and evaluation strategies
- Management arrangements
- Human, financial and physical resources available and required

*Support will include:*

- Information and resources managed by the organisation and other organisations and agencies
- Advice and information
- Facilitations

*Resources will include:*

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Support group activities for formal and informal groups</li><li>• Participate in for a variety of the group activity types identified in the Range Statement</li><li>• Provide support for an appropriate target group, defined by factors as listed in the range statement</li></ul>  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Dynamics of groups</li><li>• Different styles of group leadership and decision</li><li>• Effective communication strategies</li><li>• Organisation's policies, principles and procedures</li><li>• Organisation's and community resources</li><li>• Relevant models such as stages of group development and stages of change</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Conflict management</li><li>• Developing and maintaining positive relationships</li><li>• Effective group management</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace or community setting where assessment can take place or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>   |
| <i>Consistency in performance:</i>     | <ul style="list-style-type: none"><li>• Assessment may include observations, questioning or evidence gathered from the workplace eg. Testimonials from group members, portfolios</li><li>• It is recommended that assessment may take place on one occasion to enable assessment in a variety of settings with a range of both formal and informal groups</li></ul>            |
| <i>Context of assessment:</i>          | <p>This unit will be most appropriately assessed in the workplace in the community or in a simulated workplace and under the normal range of workplace conditions</p>  |

## CHCGROUP408A

## Facilitate and review a psycho-educational group

### Unit Descriptor

This unit of competency describes the skills and knowledge required to facilitate or lead a psycho-educational group under appropriate supervision

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after or in conjunction with the following related competency unit(s):

- CHCFAM406A Engage and resource clients to improve their interpersonal relationships
- CHCFAM407A Work effectively in relationship work
- CHCGROUP3C Plan and conduct group activities

### Application

This unit provides the practice of a group work specialisation in a controlled environment

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Plan a psycho-educational group

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Identify the focus for the *psycho-educational group*
- 1.2 Identify the target group for the psycho-educational group
- 1.3 Apply a *selection process* to identify group members
- 1.4 Communicate selection and non-selection outcomes to possible group members
- 1.5 Identify alternative services to meet the needs of group applicants who don't meet the criteria

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |   |   |
|---|---|
| 2. Facilitate a psycho-educational group                  | 2.1 Develop appropriate program for psycho-educational group including <i>learning activities</i> to match group needs  |
|   | 2.2 Maintain <i>effective facilitation of learning through phases of the group</i>  |
|   | 2.3 Recognise and respond to individual needs while maintaining group cohesion  |
|   | 2.4 Monitor interactions between group members to ensure full participation and maximise learning outcomes  |
|   | 2.5 Respond appropriately to individuals displaying distress or concern in a manner that maximises safety and confidentiality for each individual                           |
|   | 2.6 Demonstrate <i>inclusive work practice</i>  |
| 3. Review group and participant progress toward set goals | 3.1 Progressively review and monitor individual progress toward set goals   |
|   | 3.2 Progressively review and monitor the psycho-educational group program and adjust as required to ensure the program's ongoing relevance for the psycho-educational group |
|   | 3.3 Apply learning from supervision to current and future psycho-education groups   |
|   | 3.4 Plan for the future and <i>follow-up</i> as required  |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Group work specialisations and the role of psycho-educational group work
- Development or modification of existing psycho-educational programs to suite group members needs
- Current best practice in relation to psycho-educational groups
- Models and tools for facilitating a psycho-educational group
- Appropriate boundaries for psycho-educational groups
- Appropriate criteria and processes for selection of psycho-education groups
- Appropriate record keeping processes for the psycho-education group
- Adult learning principles
- Stages of group development
- Range of activities/interventions/strategies

### *Essential skills:*

Ability to:

- Facilitate a psycho-educational group in the community
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice
- Facilitate a range of suitable interventions
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths based approaches for the development of growth and learning for group members
- Maintain records appropriate to the group
- Demonstrate awareness of self, own values, beliefs and experiences which may impact on work practice

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Psycho-educational group may include:*

- Structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises  
Participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group  
Participants within a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities  
The outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
  - Task/work group involve organisation settings for group and team work. The focus for these groups is to complete a task or set of tasks
  - Group counselling is a less structured group and involves specifically working with individuals' issues within the group context
  - Group psychotherapy is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology



## RANGE STATEMENT

*Selection process may include:*

- Suitable group members are identified based on the relevance of the group to meeting their personal needs
- Matching of appropriateness of group content and planned processes to potential participants
- Ensuring sufficient similarity is shared between the group members to allow learning and trust to develop
- Consideration of the ability of the group members to fulfil the requirements of the group and achieve a satisfactory attendance
- Consideration of an existing or identified community issue
- Selection criteria which may include:
  - relevance of target issues for the client
  - age
  - gender
  - life circumstances or situations
  - location
  - ability to commit to group process
- Screening activities which may include:
  - phone interview
  - one-on-one discussions
  - referral information
  - responses to questionnaires
- Consideration of appropriateness of the psycho-educational group to meet the needs of the client including:
  - suitability for intervention focus
  - presence of serious mental illness
  - drug and alcohol abuse
  - incompatibility with selection criteria
  - language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

## RANGE STATEMENT

*Learning activities may include but is not limited to:*

- Fish-bowls
- Written reflections
- Drawings/collages
- Dyads and triads
- Creative props
- Fantasy reflections
- Reading reflections
- Experiential exercises
- Values clarifications
- Group discussion
- Video questions
- Miracle questions – ‘You wake up tomorrow morning and a miracle has happened, your problem has less affect on you. On a scale of 0 to 5 how much is the problem now affecting you? How will you know things have improved? What will be different? What will others notice is different?’
- Scaling questions – ‘On a scale of 0–5, how much is the problem affecting you?’ Scaling questions help to identify the problem, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and limitations, and measure progress
- Discussing teachable moments
- Letter writing exercises

## RANGE STATEMENT

*Effective facilitation of learning may include:*

- Engagement of group members at commencement of the group
  - recognised by leader and called by name
  - have learned one thing
  - something about the group is attractive to them
  - know what to expect in the next session
- Clear communication
  - active listening
  - body language
  - I-messages
  - clarifying
  - responding
  - modelling respectful language and behaviour in the group
- Responding to group dynamics
  - conflict between group members
  - conflict between group members and the group leader
  - boredom and disinterest
- Managing conflict within the group
  - responding to strong emotional expression in the group
  - cutting off scape-goating and personal attacks
  - clarifying and normalising feelings
  - sensitively challenging where required
  - addressing appropriate underlying issues
- Protecting self whilst leading/facilitating the group
  - appropriate self-disclosure
  - clear purpose for self-disclosure
  - supervision and debriefing difficult sessions
- The use of strengths based approaches for the development of growth and learning
  - identification of the potential for positive change
  - articulating positive change that has already occurred
  - identifying blocks or challenges for further change to occur
- Managing silent periods within a group situation
  - identification of silence that allows people to learn
  - recognising the value and importance of appropriate silence
  - building on new learning once the silence has finished

*continued ...*

## RANGE STATEMENT

*Effective facilitation of learning may include: (contd)*

- Debriefing group members after an intervention has been used
  - recognition of feelings and new learning
  - recognition of challenges
  - identification of the further need for more debriefing
- Maintaining appropriate boundaries and safety
  - confidentiality and mandatory reporting requirements
  - appropriate supervision of the facilitator/s during the life of the group
  - recognition of the type of group facilitated
  - transparent group environment
  - personal disclosure
  - sensitivity to individual readiness
  - appropriate expression of feelings
  - use of interventions where sufficient training exists
  - appropriate closure of group sessions or group program
  - referral to other services as necessary
  - appropriate debriefing after the use of interventions

*Phases of the group must include:*

- Tuning-in phase
- Beginning phase
- Middle phase
- Termination phase

*Group may include:*

- When working with groups consideration of relevant group work theory for example:
  - Tuckman
  - Lang
  - Heron
  - Schwartz

*Inclusive work practice must include:*

- The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

## RANGE STATEMENT

*Follow-up may include:*

- Writing up of program outcomes and evaluations
- Documenting the program for statistical and reporting requirements
- Follow-up with program participants to ensure their needs have been met or to provide additional referral where required

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of working effectively with a psycho-educational group
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to effectively facilitate and review a psycho-educational group

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation and review of psycho-educational groups as a guide, current international benchmarks for psycho-educational group work is thirty hours of supervised practice
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role





## CHCGROUP410A

## Deliver a structured program

### Unit Descriptor

This unit of competency describes the skills and knowledge required to deliver a short, one off, structured program according to the format and timing requirements of the program

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after or in conjunction with the following related competency unit(s):

- CHCGROUP3C Plan and conduct group activities

### Application

This unit applies to the delivery of a program where the material and processes to be covered are clearly identified and must be achieved within a given timeframe

The program will have a focus on assisting participants to find solutions to specific challenges through access to information and education relevant to these challenges

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Conduct pre-program assessments

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Discuss program objectives and format with potential group participants to assess the program's suitability for them
- 1.2 Identify *special needs* of potential group participants in *pre-group assessment*
- 1.3 Identify *conditions potentially incompatible with program objectives*
- 1.4 Select participants for group according to *selection criteria*
- 1.5 Communicate participant acceptance and confirm with client

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in <i>italics</i> are elaborated in the Range Statement.   |
| 2. Confirm program process                                      | <p>2.1 Clearly communicate program objectives, learning outcomes and structure to participants</p> <p>2.2 Establish group process and participation guidelines with participants</p> <p>2.3 Communicate <i>boundaries and limitations of program</i></p> <p>2.4 Identify and access resources required for program implementation</p>  |
| 3. Implement program  | <p>3.1 Deliver program content according to the sequence and procedure identified</p> <p>3.2 Manage pace of delivery to meet timeline requirements and overall objectives</p> <p>3.3 Encourage group interaction and manage it to maintain relevancy and ensure equity of discussion amongst participants</p> <p>3.4 Present material to accommodate relevant discussion and questions, while ensuring key information and processes are delivered within timing requirements</p> <p>3.5 Use <i>presentation tools</i> and adult learning theories and models effectively</p> <p>3.6 Provide communication and literacy support to participants as required to ensure equitable access to information</p> <p>3.7 Summarise information and key learning throughout the program</p> <p>3.8 Deliver program collaboratively with co-facilitator where required</p> |
| 4. Contain emotional responses                                  | <p>4.1 Ensure strong emotions expressed by participants are acknowledged and affirmed</p> <p>4.2 Normalise and validate participant experience where appropriate and sensitively challenge where required</p> <p>4.3 Refer participant to <i>support services</i> if required and encourage them to seek follow up support</p> <p>4.4 Refocus group participants on program process</p>  |

## ELEMENT

Elements define the essential outcomes of a unit of competency.

### 5. Review achievement of program objectives

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 5.1 Assess participants' understanding of key concepts and achievement of learning objectives during delivery
- 5.2 Identify additional issues raised which are not addressed within the scope of the program and initiate referral or follow up action to address them
- 5.3 Conduct program evaluation according to program evaluation process and complete reporting in line with requirements
- 5.4 Gather and assess feedback on program to guide continuous improvement of delivery
- 5.5 Review effectiveness of implementation with co-facilitator or supervisor
- 5.6 Identify opportunities to improve program delivery

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Group selection processes
- Relevant subject matter of the delivery
- The content and requirements of the learning program and/or delivery plan
- Learner group profile including characteristics and needs of individual learners in the group
- Different delivery methods and techniques appropriate to face-to-face group delivery
- Adult learning theory and models
- Behaviours in group participants which may indicate difficulties with content or processes
- Conflict resolution and mediation
- Evaluation/revision techniques, for example
  - development of assessment criteria
  - developing simple questionnaires and feedback forms
  - administering evaluation forms
  - using questioning for evaluation purposes
- Specific resources and support services available for group participants including those with special needs
- Organisation and program requirements for evaluation and reporting

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential skills:*

Ability to:

- Effectively facilitate a group including being able to:
  - facilitate discussion and group interaction
  - maintain group cohesion
  - handle difficult situations
  - manage group activities
  - manage conflict
  - observe and interpret behaviour that puts others at risk
- Apply adult learning theory and techniques
- Apply different delivery and facilitation methods/ techniques, such as
  - demonstration/modelling
  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - enabling and supporting effective learner participation
- Use time and process management skills within a group facilitation context
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Maintain records appropriate to the group
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of group members
- Demonstrate awareness of self, own values, beliefs and experiences which may impact on work practice
- Engage in critical reflection and self-evaluation of work practice
- Respond appropriately to group dynamics
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Special needs may include:*

- Those associated with:
  - potential for self harm
  - disability
  - literacy level
  - travel
  - childcare
  - cultural influences or protocols

*Pre-group assessment may include but is not limited to:*

- Phone interview
- One-on-one discussions
- Referral information

*Conditions potentially incompatible with program objectives may include:*

- Mental illness
- Domestic and family violence issues
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

*Selection criteria may include*

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

*Boundaries and limitations of program may include:*

- That the program is designed to touch on many issues but not cover them in depth and is not designed to:
  - provide counselling
  - act as a support group
  - act as a forum for story telling
  - deal with advocacy issues

## RANGE STATEMENT

*Presentation tools may include:*

- Overhead projector
- Whiteboard
- Flip paper
- Butcher's paper
- Powerpoint presentations
- Case studies, scenarios
- Pictures, photographs, diagrams

*Support services may include but is not limited to:*

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug support services
- Mental health support services
- Domestic and family violence support services
- Financial assistance and counselling services
- Child Support Agency
- Family Magistrate Service
- Centrelink/Family Assistance Office
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, eg. Mensline
- Family relationship centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of the planning, delivery and review of short, structured programs within identified resources including timeframes
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to deliver short, structured programs to groups

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - Demonstration of competency within the working environment through the facilitation of short structured groups selected through appropriate application of a selection process
  - Realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios, case presentations, written assessment
  - Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCGROUP504A

## Assess group members and their social systems

### Unit Descriptor

This unit of competency describes the skills and knowledge required to work effectively within a group context where the group experience becomes a microcosm of the wider society and the group members' ecosystems

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after or in conjunction with the following related competency unit:

- CHCGROUP3C Plan and conduct group activities

### Application

This unit involves the application of group dynamics in a relationship education context

It focuses on the foundation knowledge needed in accessing a group environment and develops a psychosocial dimension to group work

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply an understanding of theoretical frameworks and models for working with groups

2. Use the physical and social environment of a group situation to inform group work

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Demonstrate an understanding of *ecosystems and the interplay between and within ecosystems*
- 1.2 Demonstrate an understanding of *theoretical frameworks for group work*
- 2.1 Use questions to explore group members' involvement in the *group* in relation to their whole life experience
- 2.2 Use responses and interactions to inform observations
- 2.3 Use observations of interactions to inform group work

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

3. Apply theoretical frameworks for understanding group social systems

- 3.1 Identify theoretical frameworks for group work
- 3.2 Use theoretical frameworks to identify connections between learning in a group and the wider life experiences
- 3.3 Explore identified *connections within the group*
- 3.4 Maintain *effective facilitation of learning through phases of the group*
- 3.5 Balance the *needs of individuals* with the *needs of the group*
- 3.6 Demonstrate *inclusive work practice*

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Identify and articulate and apply theoretical models and frameworks for working with groups including:
  - ecosystems theory and their influence on people and relationships
  - group work specialisations and the role of psycho-educational group work
  - development or modification of existing psycho-educational programs to suit group members needs
  - relevant models for stages of group development
  - different types of group leadership
  - dynamics in groups
- Current best practice in relation to psycho-educational groups including
  - appropriate boundaries for psycho-educational groups
  - models and tools for facilitating a psycho-educational group
  - appropriate criteria and processes for selection of psycho-education groups
  - appropriate record keeping processes for the psycho-education group
- Adult learning principles

### *Essential skills:*

Ability to:

- Facilitate a psycho-educational group in the community
- Apply knowledge of theoretical frameworks and models of group work including ecosystems theory to identify connections between learning in a group and wider life experiences and explore these connections with members of the group and the group as a whole
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths based approaches for the development of growth and learning for group members
- Maintain records appropriate to the group
- Maintain awareness of self, own values, beliefs and experiences which may impact on work practice

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Ecosystems and the interplay between and within ecosystems may include:*

- Ecosystems may include group, family, work, political, cultural, religious, social, physical, gender, economic, organisation environments
- Interplay between and within ecosystems will exist whereby the individual members within an ecosystem and members from different ecosystems will interact with each other in a continuing dynamic which will impact on the functioning and effectiveness of the group and achievement of individual and shared goals
- Impact of facilitator/leader on ecosystems and the affect of the group on the facilitator/leader

## RANGE STATEMENT

*Theoretical frameworks for group work may include:*

- Four aspects of a psychosocial approach to group work:
  - Intrapersonal processes – Assumes that group behaviour is primarily influenced by the internal life of the participants. Focuses on personality characteristics and inner conflicts
  - Interpersonal processes – Assumes that group behaviour is primarily influenced by the group member to group member interactions. Focus on quality and type of relationships that exist between the participants, communication patterns, and information flow, level of trust/conflict and relating styles between participants
  - Group level (group-as-a-whole) processes – Assumes that the whole group social system and how individual participants relate to that system primarily influence group behaviour. When an individual acts, he or she is not acting only on his/ her own behalf, but on behalf of the group or parts of the group. The participant's behaviours are seen as a vehicle through which the group expresses its life
  - Inter-group processes – Assumes that group behaviour is primarily understood through the relationships between various groups and sub-groups. Inter-group relations can be based on sex, race, age, cultural identities, roles and ideological differences
- These frameworks can be used by group leaders to assist them to understand group behaviour

## RANGE STATEMENT

*Group may include:*

- Groups covered by this unit are psycho-educational groups. These are structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises. Participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group. Participants within a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities. The outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
  - task/work group involve organisation settings for group and team work. the focus for these groups is to complete a task or set of tasks
  - group counselling is a less structured group and involves specifically working with individuals' issues within the group context
  - group psychotherapy is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology

*Connections within the group may include:*

- The social choices and interactions that group members use to communicate with other group members using non-verbal and verbal expression



## RANGE STATEMENT

*Effective facilitation of learning may include:*

- Engagement of group members at commencement of the group:
  - recognised by leader and called by name
  - have learned one thing
  - something about the group is attractive to them
  - know what to expect in the next session
- Clear communication
  - active listening
  - body language
  - I-messages
  - clarifying
  - responding
  - modelling respectful language and behaviour in the group
- Responding to group dynamics:
  - conflict between group members
  - conflict between group members and the group leader
  - boredom and disinterest
- Managing conflict within the group:
  - responding to strong emotional expression in the group
  - cutting off scapegoating and personal attacks
  - clarifying and normalising feelings
  - addressing appropriate underlying issues
- Protecting self whilst leading/ facilitating the group
  - appropriate self-disclosure
  - clear purpose for self-disclosure
  - supervision and debriefing difficult sessions
- The use of strengths based approaches for the development of growth and learning:
  - identification of the potential for positive change
  - articulating positive change that has already occurred
  - identifying blocks or challenges for further change to occur
- Managing silent periods within a group situation:
  - identification of silence that allows people to learn
  - recognising the value and importance of appropriate silence
  - building on new learning once the silence has finished

*continued ...*

## RANGE STATEMENT

- Effective facilitation of learning may include: (contd)*
- Debriefing group members after an intervention has been used:
    - recognition of feelings and new learning
    - recognition of challenges
    - identification of the further need for more debriefing
  - Maintaining appropriate boundaries and safety:
    - confidentiality and mandatory reporting requirements
    - appropriate supervision of the facilitator/s during the life of the group
    - recognition of the type of group facilitated
    - transparent group environment
    - personal disclosure
    - sensitivity to individual readiness
    - appropriate expression of feelings
    - appropriate closure of group sessions or group program
    - referral to other services as necessary
    - appropriate debriefing after the use of interventions
- Phases of the group must include:*
- Tuning-in phase
  - Beginning phase
  - Middle phase
  - Termination phase
- Needs of individuals may include:*
- The physical, emotional, intellectual and psychological needs that group members have whilst attending a group
- Needs of the group may include:*
- The common physical, emotional, intellectual and psychological needs that are shared by the group members whilst attending a group
- Inclusive work practice must include:*
- The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these.
  - To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of theoretical frameworks and models for working with groups, specifically in the application of ecosystems theory in the facilitation of a psycho-education group
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with psycho-education groups applying ecosystems theory

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment through the facilitation of psycho-educational groups using ecosystems theory
  - realistic simulations, projects, previous relevant experience or oral questioning on ‘what if?’ scenarios, case presentations, written assessment
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

## CHCGROUP509A

## Manage disclosures and disruptions in groups

### Unit Descriptor

This unit of competency describes the skills and knowledge required to facilitate or lead a psycho-educational group that involves disclosures made by participants and disruptions to group process as a result of reactions and behaviours from members of the group

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Pre-/co-requisites

This unit should be assessed after or in conjunction with the following related competency unit(s):

- CHCFAM407A Work effectively in relationship work
- CHCGROUP3C Plan and conduct group activities
- CHCGROUP408A Facilitate and review a psycho-educational group

### Application

This unit applies to the management of group dynamics in a relationship education context

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Plan for reactions from individual participants

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Predict *possible reactions* individuals may have to *psycho-educational group* content and exercises
- 1.2 Prepare *alternatives and responses to possible reactions* from individual participants
- 1.3 Establish *support strategies* for individual participants who may have intense reactions
- 1.4 Negotiate parameters and purpose with the group
- 1.5 Demonstrate *inclusive work practice*

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| Elements define the essential outcomes of a unit of competency.        | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.  |
| 2. Respond to disclosures made by individual participants              | <ul style="list-style-type: none"><li>2.1 Appropriately acknowledge <i>disclosure</i> either individually or within the group</li><li>2.2 Address group reactions to disclosure</li><li>2.3 Maintain effective facilitation of learning through the <i>phases of the group</i></li><li>2.4 Assist individuals to engage with activities and exercises in the group.</li><li>2.5 Make relevant referrals</li></ul>  |
| 3. Respond to disruptions to group process from individuals' behaviour | <ul style="list-style-type: none"><li>3.1 Confirm group purpose</li><li>3.2 Maintain group focus</li><li>3.3 Contain <i>disruptive behaviour</i> using group activities</li><li>3.4 Discuss appropriate participation in the group with individuals as necessary</li><li>3.5 Assess ability of individual to remain within the group</li><li>3.6 Communicate decisions to change group membership with individuals as necessary</li><li>3.7 Communicate decisions to change group activities, group membership or group purpose to the group</li></ul> |
| 4. Use supervision   | <ul style="list-style-type: none"><li>4.1 Identify relevant sources of <i>supervision</i></li><li>4.2 Establish supervision before group begins</li><li>4.3 Create opportunities to evaluate and review with a supervisor the group processes and group content</li><li>4.4 Share concerns regarding individual participants behaviour and disclosures with supervisor</li></ul>   |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Understanding of the group work specialisations and the role of psycho-educational group work
- Development or modification of existing psycho-educational programs to suite group members needs
- Current best practice in relation to psycho-educational groups
- Models and tools for facilitating a psycho-educational group
- Appropriate boundaries for psycho-educational groups
- Adult learning principles
- Stages of group development and theories and models for working with groups
- Range of activities/interventions/strategies

### *Essential skills:*

Ability to:

- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice including an awareness of self, own values, beliefs and experiences which may impact on work practice
- Facilitate a range of suitable interventions
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths based approaches for the development of growth and learning for group members
- Use supervision to support work practice including debriefing and reflective work practice

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Possible reactions may include:*

- Display of strong emotions including, grief, guilt, anger, excitement
- Challenging, confrontational and argumentative behaviour
- Withdrawal, disengagement from group and group processes
- Attempts to dominate group processes
- Attempts to sabotage group, undermine group processes

*Psycho-educational groups include:*

- Structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises  
Participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group  
Participants within a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities  
The outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
  - Task/work group involve organisation settings for group and team work. The focus for these groups is to complete a task or set of tasks
  - Group counselling is a less structured group and involves specifically working with individuals' issues within the group context
  - Group psychotherapy is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology



## RANGE STATEMENT

*Alternatives and responses to possible reactions may include:*

- Respectful acknowledgement of differences of beliefs, values, opinions and perspectives and individual's rights to these
- Acknowledgement of respective rights and responsibilities and perceptions of all participants
- Relevant principles and practice of conflict resolution are clarified and confirmed and agreement sought to implement these where required
- Offering alternative exercises and / or activities which can be undertaken without threatening the comfort levels of the group participant
- Sensitive and assertive re-focusing of group from individual to group issues and processes
- Linking individual experiences to group outcomes through use of relevant examples
- Shift from whole group to small group, pair or individual activities to redirect energy, diffuse tensions and ensure opportunities for engagement for all participants
- Debriefing of individual outside of the group. This may include referral to other services
- Future exclusion from the group in extreme circumstances where continued participation significantly undermines the group outcomes and the participant's needs are clearly unable to be met

*Support strategies may include:*

- Encouraging the participant to identify when their own personal boundaries for operating comfortably within the group are in danger of being exceeded
- Establishing avenues for support including buddy system within the group, permission to self-select time out from the group either by physically leaving or by engaging in individual activity for example journal work, emotional regulation strategies, relaxation exercises
- Referral to counselling or other support services

## RANGE STATEMENT

*Inclusive work practice must include:*

- The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
- To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

*Disclosures may include:*

- Child sexual assault
- Separation and divorce
- Adoption
- Sexual assault
- Family domestic violence
- Mandatory reporting
- Experience of violence
- Work place harassment
- Alcohol and other drug use
- Gambling
- Illness

*Phases of the group must include:*

- Tuning-in phase
- Beginning phase
- Middle phase
- Termination phase

*Group may include:*

- Consideration of relevant group work theory, for example:
  - Tuckman
  - Lang
  - Heron
  - Schwartz

*Disruptive behaviour may include:*

- Angry outburst
- Emotional outburst
- Conflict with other group member
- Conflict with facilitator
- Disagreement with group content
- Disagreement with group purpose
- Disagreement with group activity

## RANGE STATEMENT

*Supervision may include:*

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Videotapes of facilitation of groups
- Co-facilitation and reports from these
- Reflecting on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Activities undertaken through the development of an appropriate professional relationship
- Considering the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills to effectively deal with disclosures and disruptions when facilitating psycho-educational groups
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to manage disclosures and disruptions in psycho-educational groups

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - Demonstration of competency within the working environment through the effective facilitation of psycho-educational groups including managing disclosures and disruptions. As a guide, current international benchmark for psycho-educational group leaders is thirty hours of supervised practice.
  - Realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios, case presentations, written assessment
  - Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCGROUP805A

## Support change in the social systems of group members

### Unit Descriptor

This unit involves the group leader supporting change in the ecosystem of the group members' lives using the group environment

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit involves the application of group dynamics in a relationship education context

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- |   |   |
|---|---|
| <p>1. Develop positive change at the individual and group level</p>                   | <p>1.1 Establish and reinforce clear boundaries to maintain group members safety</p> <p>1.2 Establish and maintain guidelines for <i>confidentiality</i> with group members</p> <p>1.3 Assist individual group members with goal development</p> <p>1.4 Identify group themes that are shared in common by most group members</p>                             |
| <p>2. Support <i>change</i> through different group phases</p>                        | <p>2.1 Identify and apply <i>group interventions</i> to facilitate change</p> <p>2.2 Manage group dynamics using appropriate <i>group interventions and processes</i></p> <p>2.3 Apply appropriate <i>theoretical frameworks</i> to facilitate group member change</p>  |
| <p>3. Validate links between group members changes and the wider <i>ecosystem</i></p> | <p>3.1 Recognise and respond to <i>individual needs</i> of group members</p> <p>3.2 Maintain a <i>collective focus</i> for the group discussion and link to the group members wider life experience</p> <p>3.3 Articulate <i>connections</i> that exist between what group members learn in the group situation and connection to wider <i>ecosystems</i></p> |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Understand the relevance of theoretical frameworks used in group work
- Knowledge of relevant models for indifferent stages of group development
- Knowledge of different types of group leadership
- Knowledge of effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership

### *Essential skills:*

#### Ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group
- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences pf the group members
- Facilitate the referral of individuals whose needs cannot be net within the group



## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Safety and boundaries may include:*

- Transparent group environment
- Personal disclosure
- Appropriate expression of feelings
- Use of interventions where sufficient training exists
- Appropriate closure of group sessions or group program
- Appropriate debriefing after the use of interventions
- Appropriate professional behaviour

*Group interventions may include:*

- Impact of different interventions
- Types of interventions include:
  - use of immediacy in discussions
  - unstructured group discussions
  - structured exercises
  - use of role play and sculpture

*Ecosystems may include:*

- Ecosystems may include group, family, work, political, cultural, religious, social, physical, economic, organisation environments
- Interplay between and within ecosystems
- Impact of facilitator/leader on ecosystems and the affect of the group on the facilitator/leader

*Change processes may include:*

- Change owned and directed by individual group members
- Negotiating the timing of individual and group interventions
- Individuals identifying positive progress regarding their personal goals
- Negotiating choice in the context of group work

*Connections may include:*

- The social choices and interactions that group members use to communicate with other group members using non-verbal and verbal expression

## RANGE STATEMENT

### *Individual needs may include:*

- The physical, emotional, intellectual and psychological needs that group members have whilst attending a group
- Their reason for initially attending a counselling group

### *Collective focus of a group may include:*

- The common physical, emotional, intellectual and psychological needs that are shared by the group members have whilst attending a group.
- The shared purpose that guides the group discussion on a routine basis

### *Confidentiality may include:*

- The basic right for privacy of each individual group members.
- Group members and the issues they discussion should not be discussion out of the group context unless:
  - for the purpose of professional supervision
  - due to mandatory notification of child protection matters
  - the possibility of self harm or violence to others

### *Social systems may include:*

- The physical and social environment (physical, social, cultural, emotional, psychological, religious factors) that has a significant affect on group members' life
- Identification of how group member interactions in a group situation support or influence the physical and social environment they experience in the rest of their life

## RANGE STATEMENT

*Theoretical frameworks for group work may include:*

Four aspects of a psychosocial approach to group work:

- Intrapersonal processes – Assumes that group behaviour is primarily influenced by the internal life of the participants. Focuses on personality characteristics and inner conflicts
- Interpersonal processes – Assumes that group behaviour is primarily influenced by the group member to group member interactions. Focus on quality and type of relationships that exist between the participants, communication patterns, information flow, level of trust/ conflict and relating styles between participants
- Group level (group-as-a-whole) processes – Assumes that the whole group social system and how individual participants relate to that system primarily influence group behaviour. When an individual acts, he or she is not acting only on his/her own behalf, but on behalf of the group or parts of the group. The participant's behaviours are seen as a vehicle through which the group expresses its life
- Intergroup processes – Assumes that group behaviour is primarily understood through the relationships between various groups and sub-groups. Intergroup relations can be based on sex, race, age, cultural identities, roles and ideological differences

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The assessee must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over the range statement and contexts applicable to the workplace
- The candidate will need to demonstrate competence in the following contexts:
  - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework
  - establish appropriate safety and boundaries within a group context
  - facilitate interventions in response to individual and group needs

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Method of assessment:*

- Observation in the work place of applied group work processes and small group facilitation (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## CHCGROUP806A

## Plan group interventions

### Unit Descriptor

This competency unit describes the skills and knowledge required to respond to issues that arise in group counselling, using a range of group interventions

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit involves the application of a framework that identifies appropriate interventions and their purpose

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop an individual and group-as-a-whole schema for interpersonal learning and change

2. Identify transference and counter-transference in group relationships

3. Evaluate the use of a wide variety of group interventions

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Identify a range of *group interventions* for use at the *individual level*
- 1.2 Identify a range of *group interventions* appropriate for use at the *sub group level*
- 1.3 Identify a range of *group interventions* appropriate for use at the *group-as-a-whole level*

- 2.1 Identify *transference* and *counter transference issues*
- 2.2 Explore transference and counter transference issues in a supervision context

- 3.1 Evaluate group intervention approaches on a regular basis within a reflective practice framework
- 3.2 Explore the appropriate use of interventions and their limitations

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Group interventions used in a range of counselling theories:
  - cognitive/behavioural
  - solution focused
  - systemic approaches
  - mutual aid model
- Knowledge of group interventions and appropriate applications to a variety of group contexts
- Understand the relevance of theoretical frameworks used in group work
- Knowledge of relevant models for indifferent stages of group development
- Knowledge of different types of group leadership
- Knowledge of effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership
- Assessment methods for measuring effectiveness of interventions

### *Essential skills:*

Ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group
- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences of the group members
- Facilitate the referral of individuals whose needs cannot be met within the group
- Determine the effectiveness of different group interventions
- Anticipate possible barriers in the implementation of different interventions
- Identify the risks associated with the use of different interventions



## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Group interventions may include:*

- Dealing with group flight/fight:
  - stage of group development
  - intrapersonal issues
  - interpersonal issues
  - group-as-a-whole issues
- Responding to conflict:
  - cutting off
  - identifying key issue
  - connecting conflict in group with wider context
- Working in the here-and-now:
  - identifying discussion themes
  - balancing cognitive, affective and action
  - connecting group discussions with individual goals and learning
  - identifying the uniqueness of individual group members
- Modelling of appropriate responses
- Responding to group members who monopolise and dominate may include:
  - cutting off
  - refocusing
  - exploring the broader issues around the monopolising by group member/s
- Removal of group members where appropriate
  - self-disclosure
  - timing
  - appropriateness
  - purpose
- Structured interventions
  - use of structured exercises to aid learning

*Individual, sub-group level and group-as-a-whole level may include:*

- Interventions that focus on change at either an:
  - individual level (change in an individual occurs when the intervention is focuses on one individual)
  - sub-group level (change in an individual occurs when the intervention is focuses on a small group of group members)
  - group-as-a-whole level (change in an individual occurs when the intervention is focuses on working with the whole group of group members)

## RANGE STATEMENT

|   |  |
|---|--|
| <i>Transference may include :</i>               | <p><i>Transference:</i> Feelings and reactions that are placed on the group leader by the group members</p> <p><i>Counter-transference:</i> Feelings and reactions that are placed on the group members by the group leader:</p> <ul style="list-style-type: none"><li>• interpersonal learning: learning that occurs between group members</li><li>• inappropriate/out of context behaviour</li><li>• repetitious/reoccurring behaviours</li><li>• intense/over the top reactions</li><li>• ambivalence and emotional withdrawal</li><li>• conflictual interactions</li></ul> |
| <i>Counter-transference may include:</i>        | <ul style="list-style-type: none"><li>• Emotional withdrawal</li><li>• Conflictual interactions</li><li>• Stress reactions</li></ul>   |
| <i>Interpersonal learning that may involve:</i> | <ul style="list-style-type: none"><li>• Corrective emotional experiences</li><li>• Dynamic interaction between members and the group</li><li>• Group as social microcosm</li><li>• Individual differences and group learning</li><li>• Recognition of behavioural patterns</li></ul>   |

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The assessee must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over the range statement and contexts applicable to the workplace
- The candidate will need to demonstrate competence in the following contexts:
  - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework
  - establish appropriate safety and boundaries within a group context
  - facilitate interventions in response to individual and group needs

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Method of assessment:*

- Observation in the work place of applied group work processes and small group facilitation (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

## CHCGROUP807A

## Implement group interventions

### Unit Descriptor

This unit implements a range of group interventions in a counselling group environment through a group leadership role

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

### Application

This unit involves the application of group interventions in a relationship education context

### ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop a *therapeutic alliance for change*

2. Implement *group interventions*

3. Maintain a *consistent change process*

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Prepare group members for participation in the group process
- 1.2 Engage members in the group work process
- 1.3 Review regularly the therapeutic alliance at an individual and group as a whole level

- 2.1 Evaluate and monitor regularly group members patterns of improvement
- 2.2 Implement and evaluate continuous interventions
- 2.3 Manage key transitions and stages of group development
- 2.4 Practise effective skills for group counselling

- 3.1 Facilitate the group to develop greater insight into group relationships and use meaning attribution
- 3.2 Facilitate the group to develop connections between group members and their own thoughts, feelings and actions
- 3.3 Assist group members to develop self awareness and their use of defences
- 3.4 Recognise common mistakes in leading counselling groups

## ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Maintain a *safe group environment while interventions are implemented*

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 4.1 Develop appropriate safety measures between the group and group leader
- 4.2 Implement a recognised evaluation process for group members to measure the effectiveness of group process

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

- Group interventions used in a range of counselling theories:
  - cognitive/behavioural
  - solution focused
  - systemic approaches
  - mutual aid model
- Knowledge of group interventions and appropriate applications to a variety of group contexts
- Understanding of the relevance of theoretical frameworks used in group work
- Knowledge of relevant models for indifferent stages of group development
- Knowledge of different types of group leadership
- Knowledge of effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership
- Assessment methods for measuring effectiveness of intervention
- Understanding group and individual defences and how these can be managed

### *Essential skills:*

Ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group
- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences of the group members
- Facilitate the referral of individuals whose needs cannot be met within the group
- Determine the effectiveness of different group interventions
- Anticipate possible barriers in the implementation of different interventions
- Identify the risks associated with the use of different interventions
- Manage contingency issues as they arise in group setting

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Preparing group members may include:*

- Establishment of appropriate norms at the individual and group level:
  - punctuality
  - regular attendance
  - appropriate focus for group discussion (free association)
  - honesty in feedback
  - socialising with members outside of the group
  - eating, drinking and chewing gum and smoking in the group
  - alcohol or other drug use before the group

*Therapeutic alliance and the development of insight may include:*

Therapeutic alliance: Development of curative factors operating in a group environment (Yalom, 2000)

Meaning attribution: Application of learning within the group to the wider life context of each group member

Defenses: Responses that group members adopt when faced with a challenge:

- altruism
- group cohesiveness
- interpersonal learning
- guidance
- catharsis
- identification with and modelling of other group members
- family re enactment
- self-understanding
- instillation of hope
- universality
- existential factors (new reflections on life)

*Evaluation of group interventions may include:*

- The effect the intervention had on the group members and group interaction at cognitive, affective and behavioural levels



## RANGE STATEMENT

*Group transitions and stages of group development may include:*

- Range of changes that group experience at the following transitions:
  - pre-group
  - group commencement
  - working stage of a group
  - group termination

*Cognitive, effective and behavioural focused group interventions may include:*

- Group interventions that primarily focus on change at either of the following levels:
  - cognitive
  - affective (emotional)
  - behavioural

*Meaning attribution may include:*

- Individual experience and reflection on life
- Immediate family relationships
- Employment context
- Social context
- Extended family and friend relationships
- Sexuality

*Defences may include:*

- Dependence based: flight
- Counter-dependence based: fight
- Power based: authority issue
- Over personal based: enchantment
- Counter personal: disenchantment

*Effective skills for group counselling may include:*

- Developing an appropriate group atmosphere
- Leading therapeutic discussions
- Establishing an individual and group learning contract
- Extending the discussion and applying learning

*Common mistakes may include:*

- Attempting to conduct therapy without a contract
- Spending too much time on one person
- Spending too little time on one person
- Focusing on irrelevant topic
- Letting members rescue each other
- Letting the session become advice giving

*Recognised evaluation processes may include:*

- End of group evaluation
- Pre-post evaluation
- Follow-up evaluation

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over the range statement and contexts applicable to the workplace
- The candidate will need to demonstrate competence in the following contexts:
  - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework
  - establish appropriate safety and boundaries within a group context
  - facilitate interventions in response to individual and group needs

*Access and equity considerations:*

- All workers in community services should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Method of assessment:*

- Observation in the work place of applied group work processes and small group facilitation (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment.
- Language and literacy demands of the assessment task should not be higher than those of the work role



## UNIT CHCHC301B

## Work effectively in a home and community care environment

### Unit Descriptor

This unit covers the introductory skills and knowledge required to work effectively in a home care environment and community settings with clients, family members, staff, visitors, suppliers and others to meet established work requirements. Home care services may include: respite care, personal care, household maintenance, personal assistance and food services. Community settings include shops, streets, parks, day programs, venues and vehicles.

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes.

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Operate within a home care environment and community settings | 1.1 Role and responsibilities are identified and clarified with manager   |
|  | 1.2 Appropriate inter-personal skills are used to establish a positive relationship with clients  |
|  | 1.3 Concerns or changes in a client's circumstances are reported immediately in accordance with organisational policy and procedure                                     |
|  | 1.4 Documentation relating to service delivery and travel completed and submitted in accordance with organisational policy and procedure                                |
|  |   |
| 2. Work ethically  | 2.1 Relevant organisational procedures, policies, and awards, standards and legislation are located and read and uncertainties are clarified with appropriate personnel |
|  | 2.2 Any breach or non adherence to standard procedures is referred to appropriate personnel   |
|  | 2.3 Confidentiality of any client matter is maintained in accordance with organisational policy and procedure   |
|  | 2.4 Work practices show respect for rights and responsibilities of others   |
|  | 2.5 All work undertaken reflects current working knowledge and understanding of employee and employer rights and responsibilities                                       |
|  | 2.6 Individuals and cultural differences are recognised and adjustments made as necessary to assist the achievement of work requirements                                |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | 2.7 All work undertaken reflects understanding and compliance with the principles of duty of care, legal responsibilities and organisational goals and objectives   |
| 3. Demonstrate the importance of hygiene and infection control in a home care setting and community settings | <p>3.1 Personal hygiene and dress standard is maintained according to organisational infection control requirements</p> <p>3.2 Personal protective equipment is worn correctly according to organisational requirements</p> <p>3.3 Infectious and/or hazardous waste material is safely disposed of according to waste management policy and procedures</p> <p>3.4 Reporting is undertaken or action initiated, within own area of responsibility, to redress any potential workplace hazards</p> |
| 4. Comply with policy and programs   | 4.1 Overview of policy and programs eg HACCC, DVA and Government community care directions are applied to work  |
| 5. Comply with duty of care implementation in home and community settings and worker roles                   | <p>5.1 Specific duty of care issues are identified and addressed including:</p> <ul style="list-style-type: none"> <li>• Role of worker</li> <li>• Roles of other staff eg nurses</li> <li>• Role of Assessment Care Management</li> </ul>  |
| 6. Cultural and religious issues are addressed when working in home and community settings.                  | <p>6.1 Different attitudes towards cleaning, food and personal care are acknowledged and addressed including:</p> <ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Religious diversity</li> </ul>   |

## RANGE STATEMENT

*Type of work role should consider:*

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

*Organisational policy on confidentiality may relate to:*

- Storage of records
- Destruction of records
- Access to records
- Release of information

*Organisational procedures, policies, awards, standards and legislation may include:*

- Australian Council on Healthcare Standards
- Home and Community Care Program Standards, legislation and policy
- National Health and Medical Research Council (NHMRC) guidelines for infection control in health care settings
- Federal and State legislation
- Quality management policy and practice
- Current Australian Standards
- Accreditation and service provision standards of other relevant industry organisations
- Relevant health regulations and guidelines
- Carer and respite programs
- Disability services program
- Veterans/War Widow's home care program
- Privacy legislation
- Health records legislation

*Employee rights and responsibilities may relate to:*

- Duty of care responsibilities
- Leave entitlements
- Attendance requirements
- Obeying lawful orders
- Confidentiality and privacy of organisational, patient and colleague information
- Adherence to OHS
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

## RANGE STATEMENT

|  |  |
|--|--|
| <i>Employer rights and responsibilities may relate to:</i> | <ul style="list-style-type: none"><li>• Legislative requirements for employee dismissal ie Workplace Relations Act</li><li>• Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)</li><li>• Enterprise workplace agreements</li><li>• Relevant State and Territory employment legislation ie wage rates, employment conditions</li></ul>  |
| <i>Personal hygiene may include:</i>                       | <ul style="list-style-type: none"><li>• Washing hands according to specified standards</li><li>• Standard and additional precautions</li><li>• Clean uniforms worn correctly</li></ul>   |
| <i>Personal protective equipment (PPE) may include:</i>    | <ul style="list-style-type: none"><li>• Plastic aprons</li><li>• Gloves</li><li>• Enclosed footwear</li></ul>  |
| <i>Quality activities may include:</i>                     | <ul style="list-style-type: none"><li>• Reporting and implementing suggested improvements</li><li>• Seeking and utilising client feedback</li><li>• Monitoring tasks</li><li>• Responding to surveys and questionnaires</li><li>• Assessing/observing/measuring environmental factors</li><li>• Checking equipment</li></ul>   |
| <i>Designated knowledge/skill development may include:</i> | <ul style="list-style-type: none"><li>• Hazard control</li><li>• OHS</li><li>• Manual handling</li><li>• First Aid</li><li>• Cultural awareness</li><li>• Infection control</li><li>• Cardiopulmonary resuscitation emergency response and notification protocols</li><li>• Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures</li><li>• Security procedures</li><li>• Quality improvement policy and practice</li></ul> |



## **RANGE STATEMENT**

- Discrimination, harassment and bullying in the workplace
- Formal and informal resolution of grievances
- Waste management
- Customer service
- Communication, conflict resolution
- Others

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Demonstrated knowledge of the ramifications of breaches of confidentiality, policies and legislation
- Demonstrated knowledge of ramifications of infections control breaches
- Identification and reporting of workplace hazards and poisons as applied to broad OHS area
- Fire safety and emergency response procedures
- Identification of own responsibilities within the workplace
- Compliance with organisational procedures, policies, awards, standards and legislation relevant to a worker operating under supervision within the health industry
- Problems reported according to organisational policy and procedures

### *Essential knowledge required includes:*

- Knowledge of relevant legislation including those relating to OHS
- Role and function of the organisation, and relevance to specific work role
- Fire safety procedures
- Emergency response procedures
- Security procedures
- Purpose of accreditation process and quality improvement practice
- Knowledge of relevant organisational procedures, policies, awards, standards and legislation and how to access them
- Knowledge of one's terms and conditions of employment
- Ethical and legal implications of work

### *Essential skills required includes:*

- Functional literacy skills needed for written and oral information about workplace requirements
- Communication skills to seek clarification of tasks and to interpret and follow instructions
- Ability to follow correct hygiene/infection control procedures
- Problem solving skills to constructively achieve planned outcomes

## EVIDENCE GUIDE

### *Resource implications:*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Floor plans
  - Working smoke detectors
  - Instructions for the use of equipment
  - Specific instructions for staff
  - Emergency response procedures
  - Security procedures
  - Relevant human resource management policies and procedures
  - Relevant accreditation standards
  - Quality improvement policies
  - Customer service standards and policy
  - Waste management policies and procedures

### *Assessment may include:*

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning.

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.

To establish consistency assessment should be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.



## UNIT CHCHC302B

## Provide personal care in a home and community care environment

### Unit Descriptor

This unit describes the knowledge and skills required by workers to support or assist the older person with their personal care needs within their service delivery plan in a home and community care environment.

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Demonstrate an understanding of personal care.                                      | 1.1 Knowledge of personal care tasks and how they relate to assistance with the activities of daily living is applied to work                           |
|  | 1.2 Knowledge of self care for the worker providing personal care is applied to work  |
|  | 1.3 Knowledge of infection control is applied to work   |
| 2. Recognise and report changes in an older person's health and/or personal care needs | 2.1 Changes in an older person's condition or care needs are reported to a supervisor   |
|  | 2.2 Situations of risk or potential risk are responded to appropriately and reported to a supervisor  |
|  | 2.3 Changes in an older person's preferences, as a result of a change in condition, are reported to a supervisor.                                       |
| 3. Support or assist the older person to meet their personal care needs                | 3.1 Support or assistance is provided in accordance with the older person's service delivery plan and organisational policies, protocols and procedures |
|  | 3.2 Support or assistance is provided to clients by:  |
|  | – Showering   |
|  | – Bed bathing   |
|  | – Shaving   |
|  | – Dressing and grooming including assisting with pressure stocking  |
|  | – Assisting with toileting and use of continence aids   |
|  | – Assisting with eating and drinking and use feeding techniques   |
|  | – Assisting with oral health care   |
|  | – Monitoring medication as appropriate to work role   |
| 4. Demonstrated understanding of lifting/moving methods and aids and equipment         | 4.1 Demonstrated understanding of moving and lifting techniques for people and for objects/equipment  |
|  | 4.2 Demonstrated understanding of aids and equipment including wheelchairs and mobility aids  |

## RANGE STATEMENT

*Older people and people with disabilities may include:*

- Individuals living in the community
- Veterans/War Widows

*Contexts may include:*

- Older person's own dwelling
- Independent living accommodation

*Needs of the older person may include:*

- Physical
- Emotional
- Cultural
- Spiritual
- Sexual
- Educational
- Safety and security
- Nutritional
- Daily living needs

*Personal care may include:*

- Personal hygiene
  - Washing
  - Dressing and undressing
  - Grooming
  - Hair and nail care
  - Oral hygiene including remove dentures, clean full and partial dentures, replace dentures, brush natural teeth & provide basic oral hygiene
- Mobilisation and transfer
- Elimination
- Hydration and nutrition
- Respiration
- Skin maintenance
- Feeding

*Equipment and aids may include:*

- Wheelchairs and other transport devices
- Mobility aids
- Lifting and transferring aids
- Beds
- Continence aids
- Toileting aids

## RANGE STATEMENT

- Personal audio-visual aids
- Simple technical skills may include:*
- Simple dressing
  - Catheter care ( not including insertion or removal of tubes)
  - Application of prostheses
  - Application of anti-thrombotic stockings
  - Simple eye care
  - Assistance with feeding
- Reporting may be, and include:*
- Verbal
    - Telephone
    - Face to face
  - Non-verbal (written)
    - Progress reports
    - Case notes
    - Incident reports
- Situations of risk or potential risk, may include:*
- Evidence of self-neglect
  - Inability to feed self or to swallow
  - Uncharacteristic or inappropriate behaviours
  - Impaired judgement and problem solving abilities
  - Sudden or unexpected change in health status
  - Environmental hazards
    - Slippery or uneven floor surfaces
    - Physical obstructions (eg furniture and equipment)
    - Poor home maintenance
    - Poor or inappropriate lighting
    - Inadequate heating and cooling devices
    - Inadequate security
  - Social rights infringements

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Understanding and adherence to own work role and responsibilities
- Following organisational policies, protocols and procedures
- Liaising and reporting appropriately to supervisor and/or health professionals
- Understanding and applying physical and psychosocial aspects of ageing in supporting/assisting the older person meet their personal care
- Acknowledging the older person's abilities and preferences when delivering services
- Addressing the specific issues confronting older people including dysphagia, incontinence, dementia

*Concurrent assessment and relationship with other units:*

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

*Essential knowledge must include:*

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Basic understanding of the ageing process and disability
- Safety and security risks associated with ageing and disability
- Strategies for minimising risks for older people and people with disabilities
- Impact of 'normal' ageing on an older person's ability to meet their personal care and health needs and impact of disability
- Role of carers
- Common equipment and aids utilised in the delivery of personal care
- Principles and practices of confidentiality and privacy



## EVIDENCE GUIDE

*Essential skills must include:*

- Must be able to physically demonstrate ability to perform personal care tasks
- Oral communication skills-language competence required to fulfil work role in a safe manner and as specified by the organisation. This requires a level of skill that enables the worker to follow work related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement.
- Basic problem solving skills to resolve problems of limited difficulty within organisational protocols
- Ability to work effectively with clients, colleagues and supervisors.

*Resource implications:*

- Access to appropriate workplace where assessment can take place or practice laboratory
- Relevant organisational policy, protocols and procedures
- Access to equipment and resources normally used in the workplace

*Method of assessment:*

- Observation in the work place
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation
- Practical care tasks must be assessed by observation in the workplace

*Consistency in performance:*

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

*Context of assessment:*

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions



## UNIT CHCHPROM1A      Share health information

### Unit Descriptor

This unit describes the competencies required to share health information in a community health context.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Identify health information requirements             | 1.1 Information is obtained from key people about community health needs   |
|   | 1.2 Discussions are held with key people   |
|   | 1.3 Levels of health information in the community are assessed and documented according to organisational guidelines |
|   | 1.4 Gaps in available information are identified and listed  |
|   | 1.5 Community health information needs are determined and prioritised  |
| 2. Develop health information in an appropriate context | 2.1 Negotiation about location, time and place for sharing health information occurs with key people                 |
|   | 2.2 Resources are prepared and assembled in consultation with key people   |
|   | 2.3 Information is developed using techniques appropriate to the target audience                                     |
| 3. Implement sharing of health information              | 3.1 Health information is delivered in a clear and concise manner  |
|   | 3.2 Health information is delivered in a place that is negotiated with the target audience                           |
|   | 3.3 Feedback is obtained from the audience to determine whether information is correctly received                    |
| 4. Evaluation presentation of health information        | 4.1 Progress and/or outcome is reviewed against community needs, in consultation with key people                     |
|   | 4.2 Suggestions for improving the methodology of sharing health information are made to key people                   |
|   | 4.3 Changes to methodology are implemented in consultation with key people as required                               |

## RANGE STATEMENT

*Organisations may include:*

- Local/regional organisations
  - Community health centres
  - Local hospital
  - Other community service organisations
  - Local council
- National organisations
  - Australian bureau of statistics
  - Health and welfare institute
  - Other state/territory and federal government organisations
- International organisations
  - World health organisation
  - UNESCO
- Health professional representative bodies
  - CRANA
  - Division of General Practitioners
  - Aboriginal Health Workers Associations

*Health Information maybe available from:*

- Organisations providing services and information
  - Local hospitals
  - Public health units
  - Epidemiology unit
- Community members
- Community health workers
- Representatives from funding bodies
- Community health centres
  - Screening programs
  - Recall systems
  - Work diaries
  - Documents, records and statistics

*Key people may include:*

- Community members
- Community leaders
- Council members
- Family
- Community workers

## RANGE STATEMENT

*Types of information may include:*

- Organisational data
- Quantitative and qualitative data
- Research data
- Personal communications and opinions
- Other relevant documents regarding community health issues
- Relevant records, correspondence and reports

*Appropriate systems and formats for compiling information may include:*

- Incident reporting and documentation
- Questionnaires
- Specified formats for preparing reports
- Accessing databases
- Noting information on records systems
- Advising appropriate people of the information gathered
- Pictorial
  - Graphs
  - Posters
  - Photographs

*Reports 'documented' and feedback may be:*

- Verbal (English and/or first language)
- Written
- Pictorial
- Videos
- Computer files

*Resources may include:*

- Other health workers
- Brochures
- Displays
- Community health stories
- Videos
- Audio tapes
- CDs
- Computerised information
  - Databases
  - Websites
- Library

## **RANGE STATEMENT**

*Feedback methodology:*

- Written
  - Report
  - Computer
- Pictorial display of information
  - Poster
- Verbal
  - Discussion
  - Personal interviews

## EVIDENCE GUIDE

*Essential knowledge required includes:*

- Local community health plans
- Organisational policies and guidelines
- Community/sector networks
- Collection and interpretation of health data
- Processes related to health promotion
- Factors underlying community development processes
- Evaluation models

*Essential skills include:*

- Undertaking community research
- Recording of health data
- Cross cultural communication skills
- Interpersonal communication skills
- Interpreting data
- Decision making
- Using community profiles

*Resource requirements include:*

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Relevant organisational policy, guidelines, procedures and protocols
- Emergency response procedures and employee support arrangements

*Method of assessment:*

Simulation or on-the-job





## UNIT CHCHPROM2A      Implement health promotion and community intervention

### Unit Descriptor

This unit describes the competencies required to implement health promotion and community intervention.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. A knowledge of key issues in preventative health care is applied | <ul style="list-style-type: none"><li>1.1 Social research methods in analysing population health trends, demographic, social and epidemiological information and data are appropriately applied</li><li>1.2 Key issues in preventative health are identified</li><li>1.3 Current responses to preventative health care are identified</li><li>1.4 Information on preventative health care are accessed and applied to developing solutions to community issues</li><li>1.5 Target populations are defined and consultation processes are determined</li><li>1.6 Policy and funding contexts and issues are examined</li></ul> |
| 2. Work within the educational framework of health promotion        | <ul style="list-style-type: none"><li>2.1 Develop an educational perspective based on a philosophical and historical understanding of preventative health care</li><li>2.2 Preventative health care perspective is integrated into community development and capacity building</li><li>2.3 Relevant strategies applicable for health promotion are applied in the community</li><li>2.4 Partnerships with stakeholders are planned</li><li>2.5 A range of techniques to engage community in health promotion activities are identified</li><li>2.6 Key resources for health promotion activities are accessed.</li></ul>      |

## RANGE STATEMENT

*Key resource information  
available from:*

- WHO concept of Health
- Ottawa Charter 1986
- Jakarta Declaration 1997

*Key issues and prevention  
strategies affecting people's  
health:*

- Nutrition
- Substance use and misuse
- Environmental health
- Mental health
- Sexual and reproductive health
- Other determinants

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Research skills
- Data base use and interpretation
- Oral and written communication skills
- Numerical skills to enable statistical interpretation

*Essential knowledge required includes:*

- A philosophical and historical understanding of preventative health care
- Knowledge of social research and data relating to health issues
- Primary health care principles
- Funding and policy environment

*Essential skills required include:*

- Oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service. Oral communication skills include asking questions, active listening, asking for clarification, negotiating solutions, acknowledging and responding to a range of views.
- Written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service.
- Problem solving skills required include an ability to use available resources, analyse information and make decisions
- Ability to apply and conduct social research
- Project planning
- Work with diversity
- Advocacy skills
- Work in groups

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

## EVIDENCE GUIDE

*Method of assessment:*

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

*Context of assessment:*

Evidence must include observation of performance in the work environment or in a simulated work setting

## UNIT CHCIC1C     Interact effectively with children

### Unit Descriptor

This unit describes the communication skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment. Workers may be under direct supervision or working autonomously.

This unit maps to:

|         |                                    |
|---------|------------------------------------|
| CHCIC1A | Interact positively with children  |
| CHCIC2A | Work collaboratively with children |
| CHCIC4A | Guide children's behaviour         |

### ELEMENT

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Communicate positively with children on an ongoing basis | 1.1 Language style used is appropriate for the child's age, developmental stage and culture                             |
|   | 1.2 Keywords of meaning to a child are used   |
|   | 1.3 Non verbal communication is appropriate and relevant  |
|   | 1.4 Interactions are frequent, caring and respectful  |
|   | 1.5 Non gender specific and non stereotypical language is used  |
| 2. Promote positive behaviour                               | 2.1 Positive and realistic expectations of children's behaviour are communicated to child                               |
|   | 2.2 Examples of positive behaviour are regularly identified and explained to children                                   |
|   | 2.3 Clear communication which suggests positive options to encourage a child's cooperation is used                      |
|   | 2.4 Attention of the child is drawn to positive aspects of the child's behaviour  |
|   | 2.5 Limits to behaviour are applied within service policies   |
| 3. Collaborate with children about their interests          | 3.1 Children are consulted using a range of communication forms   |
|   | 3.2 Workers interact and collaborate with all children in the service on a regular basis                                |
|   | 3.3 Children are encouraged to consider new ideas and interests that haven't previously been catered for in the service |
|   | 3.4 Sufficient time is allowed for children to express their ideas in a variety of contexts                             |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | 3.5 Suggestions are positively acknowledged and acted upon whenever possible                       |
| 4. Respect similarities and differences and encourage children to respect these differences | 4.1 Children's likes and dislikes are identified and talked about                                  |
|   | 4.2 Differences are talked about as resources, not as inferior or a problem                        |
|   | 4.3 Worker responds positively and with respect to different communication styles used by children |
| 5. Support children in learning about the decision making process                           | 5.1 Children are assisted to share their ideas, discuss limitations, and problem solve             |
|   | 5.2 Limitation of resources are clearly described to children                                      |
|   | 5.3 Safety factors and legal requirements that may constrain options are discussed                 |
|   | 5.4 Children are assisted to plan the implementation of ideas/suggestions                          |
|   | 5.5 Suggestions that cannot be used are acknowledged and alternatives explored with the children   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Accessibility to children may include:*

- Proximity to child
- Making eye contact
- Working at child's level

*Communication with children will vary according to the age of the child - for babies and infants. Some examples are:*

- Worker responds to non verbal cues and decides whether a response is required
- Initiation or reflection of babbling and cooing
- Responds to crying in ways that meets the babies/infants need

*For toddlers*

- Responds to verbal and non verbal communication of the toddler
- Spend sufficient time to respond to child's comments

*For 3 to 5 year olds*

- Conversations during routines and experiences

*For 6 to 12 year olds*

- Interactions are more reciprocal
- Communication focuses on events that are important
- Interactions are often informal in nature

*The application of guidelines and limits will vary according to the age of the child: for babies and infants. Some examples are*

- Saying no
- Remove child from problem/trouble
- Distract to another activity

*For toddlers:*

- Patiently respond, provide a consistent message

*For 3 to 5 year olds:*

- Communicate the guidelines of the service clearly

*For 6 to 12 year olds*

Will involve discussions with children eg. About the reason the guideline is required

*Service policy and procedures on*

- Accurate documentation of incident

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## RANGE STATEMENT

|  |  |
|--|--|
| <i>response to behaviour may include:</i>  | <ul style="list-style-type: none"><li>• Report incidents to colleagues and more senior workers</li></ul>   |
| <i>Limits and guidelines may cover:</i>  | <ul style="list-style-type: none"><li>• Out of bounds areas</li><li>• Expectations about behaviour with other children/adults</li><li>• Procedures for health and safety</li></ul>                       |
| <i>Key words of meaning may include:</i>   | <ul style="list-style-type: none"><li>• Phrases and jargon the child uses</li><li>• Naming's used by the family</li><li>• Language specific to an area of the child's interests eg. Basketball</li></ul> |
| <i>Non verbal communication may include:</i>   | <ul style="list-style-type: none"><li>• Working at child's level</li><li>• Proximity to child</li><li>• Eye contact/no eye contact</li><li>• Hugs and touch, as appropriate</li></ul>                    |
| <i>Appropriateness of non verbal communication may include:</i>                        | <ul style="list-style-type: none"><li>• Culturally appropriate</li><li>• Age appropriate</li><li>• Style of communication eg. Formal – informal</li></ul>  |
| <i>Workers communication of care and respect in their interactions may be through:</i> | <ul style="list-style-type: none"><li>• Tone of voice</li><li>• Style of interaction</li></ul>   |
| <i>Styles of interaction may include:</i>  | <ul style="list-style-type: none"><li>• Noisy or quiet</li><li>• Rougher or gentler</li><li>• Verbal or physical</li></ul>   |
| <i>Style of interaction will vary according to:</i>                                    | <ul style="list-style-type: none"><li>• Child's age</li><li>• Developmental stage</li><li>• Child's needs</li><li>• Child's abilities</li><li>• Child's personality</li></ul>                            |
| <i>Positive behaviour may be promoted by:</i>  | <ul style="list-style-type: none"><li>• Verbal comments and attention</li></ul>  |



## RANGE STATEMENT

- Physical contact eg. Hug
- Providing physical and psychological space
- Opportunities that suit the child's preferences
- Opportunities to "let off steam" are created
- Acknowledgment and encouragement

*Limits and guidelines may cover:*

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

*Methods to promote positive behaviour will vary according to the age of the child. Some examples are:*

*For babies, infants and toddlers:*

- Smiles
- Attention
- Distraction

*For 3 to 5 year olds:*

- Choice of favourite activity
- Praise, encouragement
- Anticipating trouble and redirecting or distracting child

*For 6 to 12 year olds:*

- Non verbal communication appropriate to age and peer group
- Talking about feelings
- Modelling

*For some developmentally delayed children these may be used in addition:*

- Tangible rewards
- Charts

*Positive expectations of children's behaviour will be demonstrated differently according to the age of the child. Some examples are:*

*For babies and infants:*

- Smiling
- Clapping verbal and non verbal approval

*For toddlers:*

- Modelling
- Repetition of guidance's for appropriate behaviour eg. "we walk inside"
- Talking about appropriate behaviour

*For 3 to 5 year olds:*

## RANGE STATEMENT

- Reasons for guidelines are explained

*Or 6 to 12 years old:*

- Children will be involved in the establishing of guidelines

*Guidelines are communicated to:*

- Children, especially those new to the service
- Parents
- Potential users of the service
- Relief or other staff

*The application of guidelines and limits will vary according to the age of the child:*

*For babies and infants:*

- Saying “no”
- Remove child from problem/trouble
- Distract to another activity

*For toddlers:*

- Patiently respond, provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings
- Reason for limit is explained in simple terms to child

*For 3 to 5 year olds:*

- Provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings

*For 6 to 12 year olds:*

- Children are involved in the establishment of guidelines
- Written guidelines can be given to children
- Periodically reviewing guidelines

*Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:*

- Family crisis
- Family stress and problems
- Major changes in the child's profile

*Other circumstances which may influence the workers response include:*

- Location of incident
- Risk to child or others
- Other potential or actual consequences

## RANGE STATEMENT

*Serious incidents may be reported according to the service's guidelines to:*

- Parent/s of the child
- Parent/s of other children affected
- Co workers
- Management/supervisor

*Service policy and procedures on response to serious incidents or behaviour may include:*

- Accurate documentation
- Report incidents to colleagues and more senior workers

*Children can be consulted about all their interests including:*

- Food
- Discipline policies
- Activities
- Programming
- Behaviour
- Parents
- Staff

*Communication that may be used to consult and collaborate with children include:*

- Verbal and written and non verbal
- In a group or individual discussions
- On regular basis and spontaneous
- Surveys/ evaluations
- Requests, chatting
- Discussions, meetings
- Suggestion boxes
- Anecdotal
- Listening to informal conversations

*Ways in which children are encouraged to consider new ideas and interests may be through:*

- Encouraging children to consult with each other
- New and stimulating material is presented to child
- Children's ideas are shared with others in a group situation

*Resources that are limited may include:*

- Physical environment
- Equipment
- Time available
- Staff numbers
- Budget

## RANGE STATEMENT

*Safety and legal requirements may include:*

- Space
- Staff ratios
- Behavioural or medical problems
- Duty of care responsibilities
- “Sunsafe” policy
- Staff ratio for excursions
- High risk activities
- Weather
- Location of activity

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated ability to communicate verbally and non verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs
- Demonstrated ability to communicate with children whilst valuing individuality and differences
- Communication with children take into account child's age, activities, development, culture and needs
- Demonstrated ability to assess and respond appropriately to challenging behaviours
- Plan must realistically consider resources such as:
  - Skills of all who will be involved in its implementation
  - Resources for training to increase skills
  - Time
- Demonstrated ability to involve children in decision making and planning giving due regard to age, development and abilities of child/ren

*Essential knowledge:*

- Cross cultural issues in delivery of services
- Culturally appropriate communication methods, styles, words
- Importance of modelling
- Importance of listening
- The range of children's feelings and reactions to key events in their lives
- The importance of consistent communication of guidelines for children's behaviour
- Organisational standards, policies and procedures
- Stage of development/age appropriate expectations of children's behaviour
- Acceptable and unacceptable behaviours - review of own stance and reflection on own values
- Culturally based expectations about children's behaviour

## EVIDENCE GUIDE

- Culturally based expectations about responses to children's behaviour
- Developmental and emotional reasons for inappropriate behaviour
- Different family styles of discipline and norms about behaviour in different cultures and social groups
- Rights of children
- Positive behaviour guidance strategies
- Antecedents of behaviour - learned habits, context influences, social influences
- Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others
- Organisational standards, policies and procedures
- Knowledge of a range of behaviour management strategies to respond to difficult behaviours eg. Natural consequences, logical consequences, modifying/changing programs, reinforcing positive behaviour, extinguishing unacceptable behaviours
- Different cultural practices and expectations about children's behaviour
- Different family practices and expectations
- Communication skills
- Identification of environmental factors that can affect a child's behaviour
- The importance of developing child's self esteem, respect for child
- Needs of children with a developmental disability and relevant strategies to use
- Stages of child development
- How children learn
- The importance children's input and ideas
- Health and safety policies and requirements
- Culturally based expectations about communication

### *Essential skills:*

- Interpersonal
- Active listening
- Non verbal communication and cues of children
- Communication skills of questioning, informing, listening, discussing

## EVIDENCE GUIDE

- Identifying the capabilities of individual children
- Collaboration
- Active listening
- Interpersonal

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

*Context of assessment:*

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





## UNIT CHCIC10C

## Establish and implement plans for developing responsible behaviour

### Unit Descriptor

This unit relates to the establishment, monitoring and implementation of both individual and group plans for behaviour modification.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Identify and review behaviour causing concern           | <ul style="list-style-type: none"><li>1.1 Information is gathered from all those involved with the child</li><li>1.2 Behaviour is reviewed in a range of situations and contexts</li><li>1.3 Behaviour is observed and analysed to identify triggers, or consequences which are maintaining the behaviour</li><li>1.4 Program routines and timetabling are reviewed for possible influence on behaviour</li><li>1.5 Interpretation of the child's behaviour is facilitated among others involved with the child</li><li>1.6 Advice is sought as required</li><li>1.7 Incidents causing concern are reported to parent/s, colleagues or others as appropriate</li><li>1.8 Options for response are discussed with the parent/s</li><li>1.9 The needs and concerns of other children affected by the incident are discussed</li></ul> |
| 2. Establish and apply limits and guidelines for behaviour | <ul style="list-style-type: none"><li>2.1 Guidelines are established which are consistent with the abilities of the children</li><li>2.2 Guidelines are established which are relevant to the culture and background of the children and the policies of the centre</li><li>2.3 Guidelines are developed in conjunction with the children according to their ability to do so</li><li>2.4 A decision of how to respond is made and implemented clearly and assertively</li></ul>  |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 3. Develop a plan to guide a particular child's behaviour         | <p>3.1 Longer term and short term objectives are identified in the plan</p> <p>3.2 Plan clearly identifies more acceptable alternative behaviours</p> <p>3.3 The plan is developed in accordance with the philosophy and policies of the service</p> <p>3.4 Goals of the plan are developed consistent with child's abilities, age and developmental stage</p> <p>3.5 Plan is realistic according to resources available</p> <p>3.6 A plan is set in consultation with staff/ parents and others who are caring for the child</p> <p>3.7 Plan considers relevant cultural norms, and processes for responding to behaviour</p> <p>3.8 Resource and referral bodies are identified and advice is sought as necessary</p> |
| 4. Implement and monitor behaviour plan                           | <p>4.1 The child is informed of specific expectations for behaviour in ways which are appropriate to their level of understanding</p> <p>4.2 All workers involved in implementing the plan are informed of its rationale, limits and strategies</p> <p>4.3 All involved are informed of strategies so that all are reinforcing the plan</p> <p>4.4 Factors which may lead to or maintain inappropriate behaviour are minimised as far as possible</p> <p>4.5 Workers are supported to implement the plan effectively and consistently</p>   |
| 5. Support children in learning about the decision making process | <p>5.1 Children are assisted to share their ideas, discuss limitations, and problem solve</p> <p>5.2 Limitation of resources are clearly described to children</p> <p>5.3 Safety factors and legal requirements that may constrain options are discussed</p> <p>5.4 Children are assisted to plan the implementation of ideas/suggestions</p> <p>5.5 Suggestions that cannot be used are acknowledged and alternatives explored with the children</p>   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Positive behaviour may be promoted by:*

- Verbal comments and attention
- Physical contact eg. Hug
- Providing physical and psychological space
- Opportunities that suit the child's preferences
- Opportunities to "let off steam" are created
- Acknowledgment and encouragement

*Limits and guidelines may cover:*

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

*Methods to promote positive behaviour will vary according to the age of the child. Some examples are:*

*For babies, infants and toddlers:*

- Smiles
- Attention
- Distraction

*For 3 to 5 year olds:*

- Choice of favourite activity
- Praise, encouragement
- Anticipating trouble and redirecting or distracting child

*For 6 to 12 year olds:*

- Non verbal communication appropriate to age and peer group
- Talking about feelings
- Modelling

*For some developmentally delayed children these may be used in addition:*

- Tangible rewards
- Charts

*Positive expectations of children's behaviour will be demonstrated differently according to the age of the child. Some examples are:*

*For babies and infants*

- Smiling
- Clapping verbal and non verbal approval

*For toddlers:*

- Modelling

## RANGE STATEMENT

- Repetition of guidance's for appropriate behaviour eg. "we walk inside"

- Talking about appropriate behaviour

*For 3 to 5 year olds:*

- Reasons for guidelines are explained

*For 6 to 12 years old:*

- Children will be involved in the establishing of guidelines

*Guidelines are communicated to:*

- Children, especially those new to the service
- Parents
- Potential users of the service
- Relief or other staff

*The application of guidelines and limits will vary according to the age of the child:*

*For babies and infants:*

- Saying "no"
- Remove child from problem/trouble
- Distract to another activity

*For toddlers:*

- Patiently respond, provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings
- Reason for limit is explained in simple terms to child

*For 3 to 5 year olds:*

- Provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings

*For 6 to 12 year olds:*

- Children are involved in the establishment of guidelines
- Written guidelines can be given to children
- Periodically reviewing guidelines

*Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:*

- Family crisis
- Family stress and problems
- Major changes in the child's profile

*Other circumstances which*

- Location of incident

## RANGE STATEMENT

*may influence the workers  
response include:*

- Risk to child or others
- Other potential or actual consequences

*Serious incidents may be  
reported according to the  
service's guidelines to:*

- Parent/s of the child
- Parent/s of other children affected
- Co workers
- Management/supervisor

*Service policy and procedures  
on response to serious  
incidents or behaviour may  
include:*

- Accurate documentation
- Report incidents to colleagues and more senior workers

*Communication that may be  
used to consult and collaborate  
with children include:*

- Verbal and written and non verbal
- In a group or individual discussions
- On regular basis and spontaneous
- Surveys/ evaluations
- Requests, chatting
- Discussions, meetings
- Suggestion boxes
- Anecdotal
- Listening to informal conversations

*Ways in which children are  
encouraged to consider new  
ideas and interests may be  
through:*

- Encouraging children to consult with each other
- New and stimulating material is presented to children
- Children's ideas are shared with others in a group situation

*Resources that are limited may  
include:*

- Physical environment
- Equipment
- Time available
- Staff numbers
- Budget
- Space

*Safety and legal requirements  
may include:*

- Staff ratios
- Behavioural or medical problems
- Duty of care responsibilities
- "Sunsafe" policy
- Staff ratio for excursions

## RANGE STATEMENT

- High risk activities
- Weather
- Location of activity

*Children can be consulted  
about all their interests  
including:*

- Food
- Discipline policies
- Activities
- Programming
- Behaviour
- Parents
- Staff

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated ability to form positive relationships with children, respect of parental expectations and their cultural values and to act within the organisation's behaviour response policy
- Interactions with children give due regard to child's age, development, culture, and needs
- Demonstrated ability to involve children in decision making and planning giving due regard to age, development and abilities of child/ren

*Essential knowledge:*

- Stage of development/age appropriate expectations of children's behaviour
- Acceptable and unacceptable behaviours - review of own stance and reflection on own values
- Culturally based expectations about children's behaviour
- Culturally based expectations about responses to children's behaviour
- Developmental and emotional reasons for inappropriate behaviour
- Different family styles of discipline and norms about behaviour in different cultures and social groups
- Rights of children
- Positive behaviour guidance strategies
- Antecedents of behaviour - learned habits, context influences, social influences
- Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others
- Organisational standards, policies and procedures
- Stages of child development
- How children learn
- The importance children's input and ideas
- Health and safety policies and requirements
- Culturally based expectations about communication

## EVIDENCE GUIDE

### *Essential skills:*

- Respect for children's individual differences and choices (eg. Not to participate)
- Worker uses stress management strategies to calm down before responding to incidents of difficult behaviour
- Non verbal communication reinforces verbal communication
- Communication skills of questioning, informing, listening, discussing
- Identifying the capabilities of individual children
- Collaboration
- Active listening
- Interpersonal

### *Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

### *Context of assessment:*

This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations



## **UNIT CHCIC11B    Implement and promote inclusive policies and practices**

### **Unit Descriptor**

This unit describes the requirement for worker to implement and promote inclusive policies and practices.

#### **ELEMENTS**

#### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Support the development of inclusive policies                 | 1.1 Discussion on contemporary literature in regard to inclusive policies and practices is conducted   |
|  | 1.2 Service philosophy, policies and procedures are reviewed to incorporate inclusive policies and practices                                       |
| 2. Demonstrate inclusive practices                               | 2.1 Language used does not convey bias   |
|  | 2.2 Unfair comments are discussed as being negative  |
|  | 2.3 Worker ensures own interactions respond to all children in the service   |
| 3. Support the development of inclusive practices in the service | 3.1 Programs which reflect inclusive principles and which value diversity are planned and implemented  |
|  | 3.2 An anti bias philosophy, policies and procedures are developed and implemented   |
|  | 3.3 The environment is constructed so that images of diversity among children and families are conveyed  |
|  | 3.4 Information about the range of different abilities, cultural values, beliefs and child rearing practices is used to guide child care practices |
|  | 3.5 Information is provided to others about inclusive principles   |
|  | 3.6 Inclusive practices are regularly identified, evaluated and developed  |
|  | 3.7 Any current practices which allow bias are identified and strategies are developed to address bias   |

**ELEMENTS**

**PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 4. Support the development of inclusive resources | 4.1 Current resources are reviewed and modified or discarded if they are not consistent with inclusive principles                     |
|   | 4.2 Characters portrayed in selected material are realistic and non stereotypical   |
|   | 4.3 Resource materials selected do not distort or omit key areas of information about people  |
| 5. Promote respect for diversity among children   | 5.1 Differences are talked about as a positive resource   |
|   | 5.2 Communications that promote superiority or prejudice are challenged or restated to encourage the child's learning about diversity |
|   | 5.3 Opportunities for children to develop understanding of different experiences and perspectives are provided                        |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Language used avoids any language that is:*

- Racist
- Sexist
- Discriminatory
- Stereotyping

*Others to whom information may be provided include:*

- Workers
- Parents
- Families
- Children
- Communities

*Diversity among children may include:*

- Cultural and ethnic
- Linguistic
- Gender
- Socioeconomic
- Family lifestyle
- Abilities, disabilities and health status
- Personality
- Appearance
- Interests

*An environment displaying diversity may include:*

- Resources from different cultures
- Physical adaptations to the environment eg. Ramps

*Opportunities for children to develop understanding of differences may include:*

- Puppets
- Stories
- Role playing, simulations
- Discussion

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated acceptance and respect for children and families irrespective of their socio economic status, culture, colour of skin, race, ability, family type, belief system or lifestyle
- Demonstrated challenge of own biases/stereotyped expectations of children and families and reflection on practice and specific ways of interacting with a child who has a different experience, etc.

*Interdependent assessment of units:* To be assessed with Unit

- CHCPR10B Design, implement and evaluate programs of the service

*Essential knowledge:*

- Cultural practices, beliefs and expectations and impact on child care delivery
- Organisational standards, policies and procedures

*Essential skills and attitudes:*

- Interpersonal skills with a range of groups
- Ability to develop appropriate educational activities

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions, over a number of assessment situations

## UNIT CHCIC12C Plan the inclusion of children with additional needs

### Unit Descriptor

This unit has been written for workers who provide care for a range of children.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Identify children with additional needs                   | <ul style="list-style-type: none"><li>1.1 The child's behaviour and expressed emotions are investigated to identify an additional need</li><li>1.2 The particular child is observed and needs for additional care identified, documented and used to develop a plan of inclusion</li><li>1.3 Concerns are discussed with others to develop a clear understanding of a particular child's needs and this information is used to plan</li></ul>  |
| 2. Develop a plan for inclusion                              | <ul style="list-style-type: none"><li>2.1 The child's abilities, goals, interests, expectations and health status are considered when developing a plan of inclusion</li><li>2.2 The plan is developed in consultation with all those working with the child</li><li>2.3 The parent's goals/expectations for their child are identified and used when developing a plan of inclusion</li><li>2.4 The parent's experience and practices are sought as a resource</li><li>2.5 The service is adapted to meet the child's needs within resource limitations</li><li>2.6 If a child cannot be included immediately the reasons are communicated clearly</li><li>2.7 A time to review the plan is decided</li><li>2.8 Additional resources are sought, as necessary</li></ul> |
| 3. Implement strategies to meet the child's additional needs | <ul style="list-style-type: none"><li>3.1 The child's entry in the service is supported</li><li>3.2 The level of support is adjusted over time according to the child's needs</li><li>3.3 Worker encourages others to adopt inclusive attitudes and practices</li><li>3.4 Support is provided to others in order to implement strategies</li><li>3.5 Specific program initiatives are developed to meet a child's needs</li><li>3.6 Strategies that may address difficulties are investigated and trialed</li><li>3.7 Strategies designed by a specialist are implemented according to directions</li></ul>  |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 4. Consult with others about ongoing issues that arise | <ul style="list-style-type: none"><li>4.1 Information about progress is shared amongst all concerned</li><li>4.2 Issues of concern are identified and discussed</li><li>4.3 Information exchange with parents about the child's needs and care strategies is established and maintained</li><li>4.4 Parental permission is sought and gained, prior to consultation with others regarding the child</li></ul> |
| 5. Monitor and review strategies                       | <ul style="list-style-type: none"><li>5.1 New strategies are monitored closely in accordance with workplace practices and any unexpected side effects</li><li>5.2 Changes in the child's participation are adapted to at the time</li><li>5.3 Interruptions to the strategy being implemented are confronted and resolved</li></ul>   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Children having additional needs may include needs due to:*

- Language difficulties
- Physical, sensory or developmental disability
- Health problems
- Behavioural or psychological disorders
- Family circumstances and needs
- A child recently arrived in Australia from a very different culture
- A child whose culture is different from the culture of the centre
- Child at risk
- Unknown diagnosis
- Known diagnosis
- Cultural/religious practices
- Communication difficulties
- Giftedness

*Communication difficulties of a child may be due to:*

- Trauma, violence and crises
- Disabilities eg. Hearing, visual, speaking
- Health problems and disorders
- Learning problems
- deprivation of sensory stimulation

*Behaviour and emotions that may be investigated include:*

- Level and type of social interaction with adults and other children
- Anxieties and aggression

*Concerns about a child may be discussed with:*

- The child
- Parent/s, families, community members
- Field workers/ resource workers/early intervention services staff/medical staff
- Supervisor/coordinator/director
- School staff
- Other care providers

## RANGE STATEMENT

*Planning may include:*

- Parents
- Care givers
- Referral agencies
- Staff
- Child
- Resources available
- Staffing levels
- Skills of current staff
- Transport vehicles
- Access to venue
- Financial considerations of parents
- Languages spoken by workers

*Adaptations to develop the capacity of the service may include:*

- Gaining additional funds
- Subs workers or resource workers
- Changes to routines
- Special equipment
- Training in relevant care practices
- Alterations to venue

*The plan may be discussed with others at:*

- A staff meeting
- Conference of workers, parents, staff of other services
- One to one consultation
- Referral from a service/agency
- Enrolment with no referral



## EVIDENCE GUIDE:

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i>     | Demonstrated ability to assess for and meet additional needs in consultation with the child where appropriate and others   |
| <i>Interdependent assessment of units:</i> | <p>This unit links to:</p> <ul style="list-style-type: none"><li>• CHCFC10A Enhance the emotional and psychological development of children</li><li>• CHCRF11B Work in partnership with families to care for the child</li><li>• CHCPR12A Monitor and evaluate programs</li></ul> <p>Assessment should address these linkages.</p> <ul style="list-style-type: none"><li>• Competence in CHCIC10A Establish &amp; implement plans for developing responsible behaviour is a prerequisite for this unit</li></ul> |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Developmental milestones</li><li>• Disability Discrimination Act</li><li>• Principles of inclusive practice and policies</li><li>• Cultural beliefs and expectations regarding abilities, disabilities, gender, roles etc.</li><li>• Relevant codes of ethics</li><li>• Individualised, child centred programming</li><li>• Team work</li><li>• Negotiation skills</li><li>• Organisational standards, policies and procedures</li></ul>                                 |
| <i>Essential skills and attitudes:</i>     | <ul style="list-style-type: none"><li>• Team work</li><li>• Negotiation skills</li><li>• Interpersonal</li><li>• Planning</li></ul>  |
| <i>Resource implications:</i>              | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. This includes:<ul style="list-style-type: none"><li>– A childcare workplace</li><li>– Access to children's services, resources and equipment</li></ul></li><li>• Access to the local environment</li></ul>  |

## **EVIDENCE GUIDE:**

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

## UNIT CHCIC20B    Manage complex behavioural situations

### Unit Descriptor

This unit describes the requirement for worker to manage complex behavioural situations.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Identify situations requiring intervention | 1.1 Request for assistance is responded to with recognition of person's feelings and confidence<br>1.2 The issue of difficulty is clarified through listening and questioning<br>1.3 The impact of the problem on people involved is identified and a decision made about urgency of action  |
| 2. Assess the situation within its context    | 2.1 The immediate and long term consequences of the situation remaining are identified<br>2.2 Information is gathered from all relevant sources<br>2.3 A range of explanations for the situation are considered and reviewed<br>2.4 Factors which are maintaining the current situation are identified<br>2.5 The major issue of concern is identified clearly<br>2.6 The frequency of the problem occurring is identified<br>2.7 The impact of wider context factors are identified<br>2.8 Interaction patterns are identified through observation and investigation<br>2.9 A decision about whether action is required is taken<br>2.10 The likely intent of the child is assessed |
| 3. Develop strategies                         | 3.1 Strategies are developed with the children whenever possible<br>3.2 Clear goals are developed in relation to the children's needs and development<br>3.3 Strategies designed are achievable within available resources<br>3.4 Strategies designed open up possibilities for the children's interaction with others<br>3.5 Workers are asked to contribute ideas towards strategy development   |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 4. Support the implementation of strategies by workers | <ul style="list-style-type: none"><li>4.1 Ensures strategies are implemented in as unobtrusive way as possible</li><li>4.2 Resources required to implement strategy are identified and provided</li><li>4.3 Strategies are regularly reviewed with all involved</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Situations that require intervention may include:*

- Risk taking behaviour
- Behaviour that risks the safety of others
- Habitual patterns of behaviour
- Dynamics of a group of children
- Noise levels
- Settling a child into service
- Cross cultural interactions and biases
- Ethical issues within children's interactions
- A severely withdrawn or isolated child
- Aggressive or violent interaction between children
- A pattern of bullying, teasing
- Attitudes of parents to differences among children

*Information to assess a situation may be gathered by:*

- Talking to child
- Observation of child
- Observation of child's interactions with a range of other people
- Asking other workers involved with child eg. Staff, school
- Consulting resource staff or others with relevant expertise
- Consulting parents and other family members
- Talking to other children in the service

*Context factors that should be identified may include:*

- Mix of children in the service
- Other children's actions
- Family circumstances
- Program
- Events of the day
- Environment of the service
- "Mood" within the group of children

## RANGE STATEMENT

*Resources required to implement strategy may include:*

- People
- Ideas
- Equipment

## EVIDENCE GUIDE:

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

Demonstrated ability to deal with difficult workplace situations through supporting workers to implement appropriate strategies

*Essential knowledge:*

- Knowledge of child development, and needs of children of the age group
- Organisational standards, policies and procedures

*Essential skills:*

- Identification of interaction patterns
- Problem solving
- High level observation skills
- Analysis of a problem issue in its context
- Consulting children
- Gathering information
- Consulting resource staff and others
- Analyse of an issue between children from social, psychological and cultural perspectives

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions, over a number of assessment situations





## **UNIT CHCICAB    Communicate with children**

### **Unit Descriptor**

This unit describes the requirement for worker to communicate with children.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 1. Communicate positively with children                              | <ul style="list-style-type: none"><li>1.1 Routines for welcoming and farewelling children are used</li><li>1.2 Worker listens attentively and responsively</li><li>1.3 Conversations with the child explore their interests and concerns</li><li>1.4 Worker models positive and respectful communication style</li><li>1.5 The worker is accessible for the child to initiate contact</li><li>1.6 Worker responds to non verbal cues</li><li>1.7 Children's feelings are acknowledged and accepted</li><li>1.8 Worker modifies their interactions in response to the child's mood</li><li>1.9 Enjoyment and fun are promoted</li></ul> |
| 2. Apply limits and guidelines for behaviour within service policies | <ul style="list-style-type: none"><li>2.1 Appropriate behaviour is modelled to the child</li><li>2.2 Children are redirected to more positive behaviours as necessary</li><li>2.3 Guidelines and limits for children's behaviour are clearly communicated to children</li><li>2.4 Response to children's behaviour is according to services policy and procedures</li></ul>  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Accessibility to children may include:*

- Proximity to child
- Making eye contact
- Working at child's level

*Communication with children will vary according to the age of the child –*

*Some examples are:*

*For babies and infants*

- Worker responds to non verbal cues and decides whether a response is required
- Initiation or reflection of babbling and cooing
- Responds to crying in ways that meets the babies/infants need

*For toddlers*

- Responds to verbal and non verbal communication of the toddler
- Spend sufficient time to respond to child's comments

*For 3 to 5 year olds*

- Conversations during routines and experiences

*For 6 to 12 year olds*

- Interactions are more reciprocal
- Communication focuses on events that are important
- Interactions are often informal in nature

*The application of guidelines and limits will vary according to the age of the child:*

*Some examples are*

*For babies and infants*

- Saying no
- Remove child from problem/trouble
- Distract to another activity

*For toddlers:*

- Patiently respond, provide a consistent message

*For 3 to 5 year olds:*

- Communicate the guidelines of the service clearly

*For 6 to 12 year olds*

- Will involve discussions with children eg. About the reason the guideline is required

## RANGE STATEMENT

*Service policy and procedures on response to behaviour may include:*

- Accurate documentation of incident
- Report incidents to colleagues and more senior workers

*Limits and guidelines may cover:*

- Out of bounds areas
- Expectations about behaviour with other children/adults
- Procedures for health and safety

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

**Critical aspects of assessment:** Demonstrated ability to communicate verbally and non verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs

*Essential knowledge:*

- Importance of modelling
- Importance of listening
- The range of children's feelings and reactions to key events in their lives
- The importance of consistent communication of guidelines for children's behaviour
- Organisational standards, policies and procedures

*Essential skills:*

- Interpersonal
- Active listening
- Non verbal communication and cues of children

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

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

## UNIT CHCINF1B Process and provide information

### Unit Descriptor

Correctly handling organisational information including incoming and outgoing communications and enquiries.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Process and prepare information                            | <ul style="list-style-type: none"><li>1.1 Incoming and outgoing information and correspondence is managed according to organisational procedures</li><li>1.2 Enquiries are responded to promptly and according to established procedures</li><li>1.3 Information is provided to other staff when relevant</li></ul>  |
| 2. Store and maintain information                             | <ul style="list-style-type: none"><li>2.1 Information is kept in accordance with organisational guidelines</li><li>2.2 Access to information is provided to appropriate staff</li><li>2.3 Confidentiality and security of information is maintained</li><li>2.4 Breaches of confidentiality are reported to supervisor or management</li></ul>   |
| 3. Provide prepared information to promote access to services | <ul style="list-style-type: none"><li>3.1 The range of client services available is identified including the service provided by the organisation</li><li>3.2 Prepared information or details of a range of services are provided to clients when required</li><li>3.3 Where appropriate, specialist information, advice and assistance is sought from supervisor on behalf of client</li><li>3.4 Problems relating to providing information about services are referred to supervisor</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Information includes:*

- Internal and external communications including:
  - Telephone calls
  - Facsimiles
  - Letters
  - Email
- Publications
- Internal office procedures
- Personal visits

*Organisational procedures and policies include those relating to:*

- Filing and indexing
- Security
- Circulation
- Confidentiality

*Storage and recording mechanisms may be:*

- Paper based
- Electronic

*Prepared information may be:*

- Pamphlets on services
- Literature

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Relevant policies, guidelines and procedures of the organisation/service relating to organisational information are followed

*Essential knowledge:*

- Organisational policies and procedures for security and circulation
- Recording mechanisms
- Organisational policies and procedures for incoming and outgoing mail
- Locations and titles of personnel
- Australia Post specifications for mail
- Confidentiality requirements

*Essential skills:*

- Use of information systems and technology
- Oral communication skills required to fulfil the job role in the organisation/service. Oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group. Language used may be English or community language depending on the client group
- Literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Writing skills may range from the need to fill out a simple form to completion of a short report. Reading skills may range from understanding the names on envelopes/correspondence to reading pamphlets to determine their relevance to an enquiry
- Numeracy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Numeracy tasks may range from the need to count supplies to recording information on an organisational form

## EVIDENCE GUIDE

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one occasion but must include the normal range of workplace situations regarding handling of organisational information

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## UNIT CHCINF2B Maintain organisation's information systems

### Unit Descriptor

Collecting, storing and providing accurate and current information to clients.

| ELEMENT                                 | PERFORMANCE CRITERIA  |
|---|---|
| 1. Maintain accurate records            | <ul style="list-style-type: none"><li>1.1 Information needs of clients and key stakeholders are identified and options for meeting them are negotiated with client and other relevant people</li><li>1.2 Records and information are updated and maintained in accordance with organisational procedures and breaches are reported to supervisor or management</li><li>1.3 Appropriate and relevant sources of information are identified and accessed so the organisation is able to provide information relevant to its service delivery</li><li>1.4 Specific information, including client assessment and referral records is maintained in accordance with organisational procedures and consideration of confidentiality</li><li>1.5 Reports are prepared and presented to the required standard</li></ul> |
| 2. Handle organisational correspondence | <ul style="list-style-type: none"><li>2.1 Incoming correspondence is dealt with according to established organisational guidelines</li><li>2.2 Outgoing correspondence is prepared and dispatched in accordance with organisational procedures</li></ul>  |
| 3. Provide information as required      | <ul style="list-style-type: none"><li>3.1 Information is collected, indexed and maintained in accordance with organisational procedures and requirements and to assure its currency and relevance</li><li>3.2 Required information is prepared and presented in a manner appropriate to the audience and the purpose and is consistent with organisational procedures</li><li>3.3 Client statistics, inquiries and other data are collected and maintained as required</li><li>3.4 Appropriate processes are utilised to undertake data handling and processing to satisfy workplace needs</li></ul>  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Clients may include:*

- Individual members of the public
- Family members and significant others
- Referred or self referred

*Records and reports may be verbal or written, according to the requirements of the job and may include:*

- Client information
- Internal forms including:
  - Time sheets
  - Work sheets
  - Correspondence incoming/outgoing
  - Petty cash forms
  - Reports for organisation and/or funding bodies
  - Equipment usage report
  - Financial statements
  - Funding submissions
  - Organisational policies and procedures manual

*Correspondence may include:*

- Mail
- Facsimiles
- Email
- Memos
- Messages
- Internal reports
- Organisational newsletters

*Information includes all that may be required for the effective operation of the organisation, including:*

- Details of relevant service provider, government agencies and funding sources
- Details on the range of services provided by the organisation
- Relevant government and organisational policies, legislation, statutory requirements

## RANGE STATEMENT

- Client details
- Network information
- Professional development material
- Data collected about clients or organisational operations

*Processes for interpreting and analysing data include:*

- Relevant numerical calculations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Worker maintains accurate and up to date records
- Worker demonstrates ability to provide information when it is required

*Essential knowledge:*

- Use of relevant information technology
- Relevant guidelines and policies of organisation
- Government legislation and program guidelines
- Operation procedures for use of office technology
- Confidentiality requirements

*Essential skills:*

- Communication skills as required to provide instruction and support
- Basic operational numeracy skills related to straight forward data

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace eg. Viewing of information and storage system, collected data etc.
- Assessment may be take place on one occasion

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.

## UNIT CHCINF3B Coordinate information systems

### Unit Descriptor

Coordinating all aspects of information management including: collection, collation, storage and preparation of information in different formats depending on client needs.

| ELEMENT                          | PERFORMANCE CRITERIA  |
|----------------------------------|---|
| 1. Gather and record information | <ul style="list-style-type: none"><li>1.1 The appropriate information is identified, accessed and collected in order to meet:<ul style="list-style-type: none"><li>– Client needs</li><li>– Specific workplace needs</li><li>– Organisational needs</li></ul></li><li>1.2 All processes and procedures promote:<ul style="list-style-type: none"><li>– Confidentiality</li><li>– Security</li><li>– Integrity of the information</li></ul></li><li>1.3 Information is collated, prioritised and stored according to the purpose of the record and established procedures</li><li>1.4 Information gathered is relevant, accurate and consistent with the organisation's values and client needs</li></ul>  |
| 2. Prepare and present reports   | <ul style="list-style-type: none"><li>2.1 Reports prepared meet:<ul style="list-style-type: none"><li>– Audience/client needs</li><li>– Standard reporting protocols and procedures</li><li>– Organisational criteria</li></ul></li><li>2.2 Conclusions and recommendations included in reports are clearly supported by the information gathered and verifiable evidence</li><li>2.3 In preparing reports, appropriate technology is used within the operator's level of expertise and within established guidelines that promote safe working conditions for self and others</li><li>2.4 Reports are circulated to key people and their feedback is assessed for relevance and incorporated into the report</li><li>2.5 Reports are presented to appropriate person/s for implementation in accordance with organisational guidelines</li></ul> |

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| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 3. Supervise processes for collection, use, storage and dissemination of information | <ul style="list-style-type: none"><li>3.1 Issues arising from day to day operation of information systems are monitored and solutions are developed cooperatively</li><li>3.2 Appropriate training opportunities are provided for staff to ensure effective use of relevant technology</li><li>3.3 Where appropriate advice on complex areas of information is provided</li><li>3.4 Processes for dealing with information requests and exchanges are developed</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Information may be sought from:*

- Written sources
- Individuals, including:
  - Stakeholders
  - Team members
  - Specialists
  - Family, support network
- Group meetings
- Other agencies
- Clients

*Reports may be:*

- Log books
- Administration files
- Timesheets
- Expenses
- Client reports/case notes
- Incident reports
- Court reports
- Reports to funding, policy or legal bodies
- Reports to case management conferences

*Relevant people will include:*

- Inside the organisation
- Specialist organisations
- Community groups/leaders
- Team members
- Family and support networks of clients
- External organisations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of evidence:*

- Worker demonstrates ability to collect, collate and store information
- Worker demonstrates ability to prepare and present information in a range of formats that meets the needs of the client

*Essential knowledge:*

- Available sources of information
- Organisation policies and procedures relating to reporting and records systems
- Research methods and information gathering
- Interviewing methods
- The range of report writing which is required of the organisation for internal and external purposes
- Appropriate documentation required for specific types of reporting

*Essential skills:*

- Report writing
- A range of oral and written communication skills
- Research

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace eg. Prepared reports etc.
- Assessment may be conducted on one occasion but must include assessment of the normal range of information and presentation of information



## EVIDENCE GUIDE

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## UNIT CHCINF4B Manage the organisation's information systems

### Unit Descriptor

Coordinating information systems including as a supervisor of a work area/program.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Identify and address information requirements  | 1.1 Information requirements are identified in terms of their relevance to organisation and worker goals and objectives and expected outcomes for clients   |
|   | 1.2 Relevant information is collected and analysed and used to inform decision making   |
|   | 1.3 Sources of relevant information are identified, utilised and periodically evaluated   |
|   | 1.4 Options for information collection and dissemination are identified, evaluated and implemented so that maximum use is made of the organisation's resources and of the community                   |
| 2. Supervise day to day processes for collection, use, storage and dissemination of information | 2.1 Issues arising from day to day operation of information systems are elicited, monitored and verified  |
|   | 2.2 Staff are provided with information about relevant policies and procedures including confidentiality, ethics and security protocols, and management is advised of any breaches                    |
|   | 2.3 Advice on complex information requests is provided as required  |
|   | 2.4 Processes and appropriate administrative procedures for dealing with information requests and exchange are developed, implemented and evaluated   |
|   | 2.5 Contribute to design of administrative procedures and policies  |
| 3. Establish and manage systems to record, store, process and distribute information            | 3.1 Strategies are developed and implemented to ensure all aspects of information collection and storage, dissemination and disposal complies with relevant organisational and statutory requirements |
|   | 3.2 The methods used to record and store information are periodically re-evaluated for effectiveness, efficiency, security and integrity, and new methods are introduced as necessary                 |

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**ELEMENTS****PERFORMANCE CRITERIA**

- |   |     |   |
|---|-----|---|
|   | 3.3 | Any substantial breakdowns in the recording, storing and accessing of information are analysed for cause and effect, and corrective action is taken to minimise impact                                      |
|   | 3.4 | Systems are established and implemented to ensure appropriate availability of information for clients and the organisation  |
|   | 3.5 | Currency validity and usefulness of information is monitored and appropriate actions taken for disposal or storage  |
|   | 3.6 | The application of available technology is investigated and analysed for appropriateness to day to day and specific operations  |
|   | 3.7 | Staff is appropriately informed about the correct use of equipment in accordance with manufacturer's specifications, and occupational health and safety guidelines  |
|   | 3.8 | Access for staff to training and operation of current and emerging technology is investigated and integrated into planning for day to day operations  |
|   | 3.9 | The application of correct operating and safety procedures is monitored on a regular basis to ensure improvements to work practices and compliance with occupational health and safety and other guidelines |
| 4. Support and supervise the development of information and educational resources | 4.1 | Guidelines for the production of educational and informational resources are developed in consultation with clients and stakeholders  |
|   | 4.2 | Appropriate expertise is recruited to develop the designated information and educational resources to optimise their impact   |
|   | 4.3 | Opportunities are provided for users of organisational information to advise on the development of information and educational resources  |
|   | 4.4 | Relevant cultural considerations are incorporated in the development of information/education resources   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*The contexts for managing information systems include:*

Management of a work unit/major program area

*Managing information systems will be carried out within requirements established by:*

- Commonwealth and state legislation
- Organisational policy and procedures
- Relevant program standards
- Informal and formal arrangements with government, non-government and other service providers to obtain information relating to clients and services
- Computer based recording systems
- Electronic banking

*Financial and technological resources required for system may include:*

- Manual filing systems
- Computerised filing software and hardware

*Identifying information requirements include:*

Monitoring work output and relationship with obtaining outcomes, assessing availability of statistics to assist in monitoring workload, setting up dialogue with workers/supervisors about how to improve work practices through the use of information technology

*Establishing systems to obtain information includes:*

- Assessing available technology and its application to work practices
- Identifying and preparing submissions for resources needed for new systems
- Identifying training needs associated with implementation of new systems and either developing training to support this or investigation of possible training service providers

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Assessing information requirements
- Designing work systems that integrate technology
- Designing/assessing training that will support introduction of new technology in work practices
- Demonstration of knowledge related to applicable organisation and legislative requirements

*Essential knowledge:*

- Application of information technology
- Work analysis models/systems
- Relevant policy and procedures and work systems
- Systems analysis models/theories
- Relevant legislation
- Relevant current and emerging information technology
- Consultation processes and techniques
- Communication dissemination models
- Occupational health and safety policies and procedures

*Essential skills:*

- Assessment, review and evaluation
- Analysis
- Planning
- Consultation/facilitation
- Report writing
- Application of current/emerging technology
- Communication/dissemination strategies
- Supervision

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be conducted on one occasion but must include all aspects of managing the organisations information systems

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.





## UNIT CHCINF5B Meet statutory and organisational information requirements

### Unit Descriptor

Ensuring the information system of the organisation is effective and efficient.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Identify information requirements  | <ul style="list-style-type: none"><li>1.1 Information requirements are identified in relation to organisation and worker goals, objectives and expected outcomes</li><li>1.2 Information needs are collected, analysed and prepared in ways to inform decision making</li></ul>   |
| 2. Review options for systems to obtain information                               | <ul style="list-style-type: none"><li>2.1 Sources of information are identified and periodically evaluated</li><li>2.2 Options for information systems are identified, evaluated and prepared in ways that users can contribute to their development</li><li>2.3 Financial and technological resources required for systems are identified and evaluated</li></ul>  |
| 3. Establish and manage systems to record and store information                   | <ul style="list-style-type: none"><li>3.1 The methods used to record and store information are periodically re-evaluated for effectiveness, efficiency, security and integrity and new methods suggested are introduced as necessary</li><li>3.2 Any substantial breakdowns in the methods of recording, storing and accessing information are analysed for cause and effect, and corrective action is taken</li><li>3.3 Systems are established and implemented to ensure availability of information especially for direct use of clients</li><li>3.4 Validity and usefulness of information is monitored and appropriate actions taken for disposal or storage</li></ul> |
| 4. Support and supervise the development of information and educational resources | <ul style="list-style-type: none"><li>4.1 Guidelines in terms of content and format are developed in consultation with clients and other stakeholders, for the production of educational and informational resources</li><li>4.2 Appropriate expertise is recruited to develop the designated information and educational resources</li></ul>   |

**ELEMENT**

**PERFORMANCE CRITERIA**

- |                           |   |
|---------------------------|---|
|                           | 4.3 Opportunities are established for users of information to monitor and advise on the ongoing development of information and educational resources  |
| 5. Provide staff training | <p>5.1 Worker's training needs in relation to the information acquisition system, information record and storage system, and the preparation of educational resources, are determined</p> <p>5.2 Training, or retraining is organised in accordance with the competency standards required, the training needs analysis and the organisation's policy</p> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*The contexts for managing information systems include:*

Management of a work unit/major program area

*Managing information systems will be carried out within requirements established by:*

- Commonwealth and state legislation
- Organisational policy and procedures
- Relevant program standards
- Informal and formal arrangements with government, non-government and other service providers to obtain information relating to clients and services
- Computer based recording systems
- Electronic banking

*Financial and technological resources required for system may include:*

- Manual filing systems
- Computerised filing software and hardware

*Identifying information requirements include:*

Monitoring work output and relationship with obtaining outcomes, assessing availability of statistics to assist in monitoring workload, setting up dialogue with workers/supervisors about how to improve work practices through the use of information technology

*Establishing systems to obtain information includes:*

- Assessing available technology and its application to work practices
- Identifying and preparing submissions for resources needed for new systems
- Identifying training needs associated with implementation of new systems and either developing training to support this or investigation of possible training service providers

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

|  |   |
|--|---|
| <i>Contexts for assessment:</i>        | This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions   |
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Assessing information requirements</li><li>• Designing work systems that integrate technology</li><li>• Designing/assessing training that will support introduction of new technology in work practices</li><li>• Demonstration of knowledge related to applicable agency and legislative requirements processes listed in the range Statement</li></ul>  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Application of information technology</li><li>• Workload analysis models/systems</li><li>• Operations of the agency</li><li>• Relevant policy and procedures and work systems</li><li>• Systems analysis models/theories</li><li>• Relevant legislation</li><li>• Range of current and emerging information technology</li><li>• Consultation processes and techniques</li><li>• Communication dissemination models</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Assessment of information needs</li><li>• Analysis</li><li>• Planning</li><li>• Consultation/facilitation</li><li>• Report writing</li><li>• Running reviews</li><li>• Accessing/researching current emerging technology</li><li>• Marketing technology</li><li>• Communication/dissemination strategies</li></ul>  |

## EVIDENCE GUIDE

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace eg. Observation of recording systems, portfolios, testimonials from clients and colleagues
- Assessment may be conducted on one occasion but must include all aspects of managing the organisations information systems in the workplace

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## UNIT CHCINF6B Manage information strategically

### Unit Descriptor

Providing education/information about services or programs for the public.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Develop and implement strategies for collection, verification and use of information to achieve organisational objectives | <ul style="list-style-type: none"><li>1.1 The needs of the organisation and its clients are used as the basis for developing information strategies which reflect current relevant legislation</li><li>1.2 Guidelines and strategies are developed based on analysis of current and emerging technology to improving work practices</li><li>1.3 Factors impacting on strategic development of information technology across the organisation are identified, analysed and addressed in planning</li><li>1.4 Processes for consultation on the application of information technology to achieve goals and outcomes are developed and implemented</li></ul> |
| 2. Facilitate strategies for inter-agency information sharing and use  | <ul style="list-style-type: none"><li>2.1 High level liaison with a range of stakeholders within and outside the organisation is undertaken and integrated into planning processes</li><li>2.2 Advice is prepared and disseminated to appropriate personnel on relevant legislation and organisation procedures relating to the collection, verification and use of information</li></ul>   |
| 3. Monitor and upgrade organisation's strategic management of information  | <ul style="list-style-type: none"><li>3.1 Processes for periodic review of information management are identified and implemented to ensure ongoing efficiency and effectiveness</li><li>3.2 The effectiveness of existing procedures and systems is monitored, to determine the capacity to meet client needs and organisational aims, objectives and standards</li><li>3.3 Required changes are implemented where appropriate and as resources permit</li></ul>  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Managing information strategically will be carried out within requirements established by:*

- Commonwealth and State legislation
- Agency policy and procedures
- Relevant program standards
- Copyright legislation
- Established community communication processes

*High level liaison includes:*

Negotiating information sharing arrangements with a range of government, non-government and other service providers required for client, service delivery, or program management



## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Analysis of organisational information needs
- Development of strategies for information management across range of functions
- Development of protocols for information sharing, storage, disposal across agencies
- Evidence of competence requires demonstration of knowledge related to applicable agency and legislative requirements

*Essential knowledge:*

- Strategic planning models, theories and practices
- Operations of government and non-government agencies
- Relevant legislation
- Range of stakeholders
- Financial management
- Marketing models/processes

*Essential skills:*

- Systems analysis
- Strategic planning
- Preparation of high level advice

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be conducted on one occasion

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## **UNIT CHCINF7B    Meet information needs of the community**

### **Unit Descriptor**

Working with the community and individuals to identify and address their information needs.

#### **ELEMENTS**

#### **PERFORMANCE CRITERIA**

**1. Identify information requirements**

- 1.1 Appropriate mechanisms are employed to identify the information requirements of the community and specific groups
- 1.2 Current, accurate and comprehensive information is collected and maintained on a range of relevant issues/ services for the group to ensure the information needs will be met
- 1.3 Gaps or inadequacies in the information base are identified and strategies are implemented to address them

**2. Address information requirements**

- 2.1 Where possible, existing information sources are accessed to meet individual/community needs
- 2.2 The adequacy of existing information sources and materials in meeting needs is routinely evaluated
- 2.3 Where the development of new information materials is needed, options are explored in consultation with users and stakeholders
- 2.4 In planning the development of new information/ materials, all aspects of implementation are addressed including:
  - Content, structure and relevance
  - Financial, technological and staffing resourcing
  - Staff training needs
- 2.5 Strategies are implemented to continuously improve the effectiveness of information materials and systems

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Community may include:*

- Current users of the organisation's services
- Users referred by other organisations
- New target groups
- A geographic region
- Special interest groups
- Students and researchers
- Workers in other organisations

*Information systems may refer to:*

- Informal and formal arrangements with government departments and non government organisations to obtain information
- Subscriptions to publications
- Material produced and provided by and about other organisations and services
- Media
- Electronic networking
- The range of different systems across sectors

*Financial and technological resources required for system may include:*

- Directories and databases, manual and electronic
- Manual and computerised filing software and hardware
- Systems operated within the organisation
- Systems operating in other organisations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Assessing the organisation's information needs, analysing current capacity for them to be met, determining requirements for new materials and doing appropriate work to develop them
- Using and maintaining a range of information storage systems

*Essential knowledge:*

- A range of systems that can be used to obtain information
- A range of systems that can be used to store and record information
- Basic project management
- Preparation, editing, publishing materials/information

*Essential skills:*

- Literacy adequate to handle and prepare complex written information
- Use of relevant information system

*Resource implications:*

Access to a workplace or an appropriately simulated environment

*Consistency in performance:*

Consistency in performance should consider requirements of relevant information systems

*Context of assessment*

This unit can be assessed in the workplace or in a relevant simulation



## **UNIT CHCINF8B    Comply with information requirements of the aged care and community care sectors**

### **Unit Descriptor**

This unit describes the knowledge and skills required by the worker to undertake administrative duties of the role including documenting in client records and contribute to the development and monitoring of service delivery plans in accordance with organisational and duty of care requirements.

| <b>ELEMENTS</b>   | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| 1. Maintain accurate records  | <ul style="list-style-type: none"><li>1.1 Demonstrate an understanding of the purpose of health/service records</li><li>1.2 Provide written reports and workplace forms that are clear, concise, factual and reflect legal and organisational requirements</li><li>1.3 Document in the client's health/service records according to organisational protocols</li><li>1.4 Follow organisational protocols to protect confidentiality of the client's health/service records</li><li>1.5 Use health terminology and common abbreviations appropriately</li></ul>   |
| 2. Contribute information to the development and implementation of the service delivery plan in accordance with role and responsibilities | <ul style="list-style-type: none"><li>2.1 Assist in completing assessment tools and collecting data</li><li>2.2 Participate in case conferences</li><li>2.3 Identify and incorporate the client's preferences when developing the service delivery plan</li><li>2.4 Demonstrate an understanding of the funding and assessment tools utilised in the organisation/service</li><li>2.5 Changes in the client's needs, abilities and circumstances are reported</li><li>2.6 Contribute information when the service delivery plan is reviewed</li><li>2.7 Provide feedback to supervisor regarding strategies which are effective or are ineffective in meeting the client's identified needs</li><li>2.8 Notify supervisor of a client's refusal to participate in activities outlined in the service delivery plan</li><li>2.9 Provide accurate verbal reports to supervisor, colleagues and/or health professionals</li></ul> |

| <b>ELEMENTS</b>   | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 3. Comply with the administration protocols of the organisation                 | <p>3.1 Workplace forms and documents are completed in accordance with organisational timeframes, protocols and procedures</p> <p>3.2 Organisational information is stored and maintained in accordance with organisational protocols and procedures</p> <p>3.3 Equipment appropriate to the task is selected and used according to organisational procedures and manufactures instructions</p> <p>3.4 Issues and problems and arising from the operation of equipment are dealt with in accordance with organisational protocol</p> <p>3.5 Inquiries and requests are responded to promptly according to established procedures and by using appropriate communication equipment</p>  |
| 4. Work within a legal and ethical framework to meet duty of care requirements. | <p>4.1 Demonstrate an understanding of legislation and common law relevant to work role</p> <p>4.2 Potential ethical issues and ethical dilemmas in the workplace are recognised and discuss with an appropriate person</p> <p>4.3 Unethical conduct is recognised and reported to an appropriate person</p> <p>4.4 Apply organisational procedures to recognising and responding when the clients rights and interests are not being protected</p> <p>4.5 Organisational policy and protocols are followed when managing a complaint</p> <p>4.6 Witnessed signs consistent with financial, physical or emotional abuse of the client are recognised and reported to an appropriate person</p> <p>4.7 Understanding of the role and responsibilities of legal guardians is demonstrated</p> |



## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Factors to be considered when working within a plan of care include:*

- Accountability
- Individual treatment plan
- Personality of aged person
- Expectations of aged person
- Health status of aged person
- Environment

*Changes in behaviour may include:*

- Substance abuse
- Distress
- Agitation
- Aggression
- Sleeplessness
- Withdrawal
- Disorientation
- Confusion

*Changes in behaviour may be reported verbally or written, and may include:*

- Telephone reports
- Face-to-face reports
- Written reports
  - Notes
  - Memos
  - Client records
  - Specially designed report forms

*Client records and case history may include:*

- All records related to the aged person's health status
- Assessments
- Plans of care
- Progress notes
- Test results
- Continence management charts and activities programs

## RANGE STATEMENT

*Appropriate persons may include:*

- Colleagues
- Immediate supervisor
- Other health workers
- Administrator
- Senior manager
- Relative or other responsible person

*Workplace forms and documents include:*

- Job sheets, time sheets, rosters
- Client contact registers including telephone calls
- Meeting registers and records
- Purchase orders and invoices
- Promotional materials

*Records may be:*

- Accounting records eg account for payments, petty cash payments, purchases
- Client records eg client statistics, client details, contact numbers etc.
- Assessment and referral records
- Records of jobs/clients attended
- Sign on/sign off sheets
- Purpose designed report forms

*Storage and maintenance of organisational information includes:*

- Manual and computer filing
- Data base
- Management of computer directories

*Equipment and machines include:*

- Answering machines
- Appliances
- Computers
- E-mail
- Fax machines
- Machinery
- Maintenance equipment
- Microwave ovens
- Photocopiers

## RANGE STATEMENT

- Telephones
- Two-way radios
- Cleaning equipment
- Vehicles

*Maintenance of equipment is*

According to routine maintenance instructions and responsibilities of the job role

*Inquiries may be internal and external via:*

- Telephone calls
- Facsimiles
- Letters
- Email
- Internal office memos
- Personal visits

*Reports may be in English or community languages as required by the organisation/service:*

- Verbal or written
- Memos
- Letters
- Records
- Chart reports
- Notes

*Organisational procedures and policies include those relating to:*

- Filing and indexing
- Security
- Circulation
- Confidentiality

*Key statutory and legislative regulatory requirements may include those related to:*

- Privacy legislation
- Health records legislation
- Equal employment opportunities
- Discrimination and harassment
- Residential and community services
- Poisons and therapeutics
- Registration and practice of health professionals
- Pharmaceutical benefits
- Occupational health and safety
- Freedom of information
- Public health

## RANGE STATEMENT

- Building standards
- Criminal acts

*Reporting may be, and include:*

- Verbal
  - Telephone
  - Face to face
- Non-verbal (written)
  - Progress reports
  - Case notes
  - Incident reports

*Rights may include:*

- Privacy
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- To lodge a complaint
- Right to express ideas and opinions
- To an agreed standard of care

*Rights are detailed in:*

- Legislation
- Industry and organisational service standards
- Industry and organisational codes of practice and ethics
- Accreditation standards
- International and national charters

*Principles of access and equity may include:*

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

*Appropriate person/s may include:*

- Member of senior management
- Colleagues
- Health professionals
- External agencies (complaints and advocacy services and professional registering authorities)
- Law enforcement officers

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

Assessment must cover all components of knowledge and skills and specifically address the workers ability to:

- Maintain accurate records
- Contribute information to the development and implementation of the service delivery plan in accordance with role and responsibilities
- Comply with the administration protocols of the organisation
- Work within a legal and ethical framework to meet duty of care requirements.

*Essential knowledge required includes:*

- Legal aspect of documentation
- Purpose of client records
- Confidentiality and security of records
- Health terminology
- Common abbreviations used in the sector
- How to complete assessment tools
- How to identify and incorporate a client's personal preferences
- How to assist with the collection of data
- How to assist in identifying clients needs
- How to participate in case conferences
- Relevant assessment tools and funding sources

*Essential Skills required:*

- Providing handovers
- Providing documentation in records
- Liaison with supervisors
- Language, literacy and numeracy competence appropriate to the requirements of the organisation and client group. This may range from oral communication skills if reporting verbally, to writing skills if filling in work forms. Organisational forms may also vary in complexity. Language used would most commonly be English however a community language may be appropriate according to the organisation's policies.

## EVIDENCE GUIDE

- Use of information systems and technology
- Oral communication skills required to fulfil the job role in the organisation/service. Oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group. Language used may be English or community language depending on the client group.
- Literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Writing skills may range from the need to fill out a simple form to completion of a short report. Language used would most commonly be English however a community language may be appropriate according to the organisation's policies and accreditation requirements. Reading skills may range from understanding the names on envelopes/correspondence to reading pamphlets to determine their relevance to an enquiry.
- Numeracy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Numeracy tasks may range from the need to count supplies to recording information on an organisational form

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

### *Method of assessment:*

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

### *Context of assessment:*

Evidence must include observation of performance in the work environment or in a simulated work setting

## UNIT CHCLEG401A      Utilise legislation

### Unit Descriptor

Use relevant legislation to advise clients with specific needs in relation to particular legal issues eg tenancy, disability, discrimination, juvenile justice, domestic violence, mental health.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Apply an understanding of relevant legislation         | 1.1 The scope and coverage of legislation is identified  |
|   | 1.2 An understanding of the purpose of the legislation and amendments over time is applied                 |
|   | 1.3 The roles and influences of key stakeholders (administrators of the Act, industry group) are defined   |
|   | 1.4 Terms and definitions in the legislation are correctly interpreted                                     |
| 2. Identify and interpret relevant legislative provisions | 2.1 The needs of clients are identified in relation to relevant legislation                                |
|   | 2.2 Client situation is analysed and legislative provisions that apply to the circumstances are identified |
| 3. Identify strategies in response to the client's needs  | 3.1 Strategies are provided to apply legislative provisions to the factual circumstances of the case       |
|   | 3.2 A range of legal and non-legal strategies are explored according to the needs of the client            |
|   | 3.3 Clear communication to the clients of options and possible outcomes is demonstrated                    |
|   | 3.4 The client is supported to achieve appropriate 'best possible' outcome                                 |

## RANGE STATEMENT

*Consideration to be given in Australian States and Territories to different:*

- Legislation and subordinate legislation such as regulations including the Acts Interpretation Act
- Support services, resourcing bodies, peak organisations
- Resources eg written material that interprets legislation
- Methods of dispute resolution eg tribunals, courts, alternative dispute resolution models

*Factors influencing tenancy advisors include:*

- Demographics of area servicing
- Size of community
- Cultural differences
- Rural, remote or metropolitan
- Situations causing conflict of interest for a tenancy advisor

*Key stakeholders may include:*

- Administrators of the Act
- Industry groups



## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, Elements and Performance Criteria

*Critical aspects of assessment must include:*

- Understanding and adherence to own work role and responsibilities
- Recognising own limitations and the need for assistance
- Following organisational policies, protocols and procedures
- Working collaboratively with colleagues, community services professionals and other services

*Essential knowledge:*

- Legislation interpretation guided by case law precedents
- Legal system of common law and statute law
- Legal structure involving tribunals, local court, district court, supreme court etc
- Social justice principles (access, equity, participation and fairness)
- Knowledge of organisations to which appropriate referrals can be made
- Knowledge of other legislation that may impact on the situation

*Essential Skills:*

- Ability to read and interpret legislation and legal documents
- High level literacy skills appropriate to

*Concurrent assessment and relationship with other units:*

This unit can be assessed independently, however it is Recommend this unit be co-assessed with *CHCADIA Advocate for Clients* holistic assessment practice with other community services units of competency is encouraged

*Resource implications:*

- Access to appropriate workplace where assessment can take place
- Relevant organisational policy, protocols and procedures
- Access to resources normally used in the workplace

## EVIDENCE GUIDE

*Method of assessment:*

- Observation in the work place
- Written assignments/projects
- Presentation of portfolio of examples of work
- Case study and scenario analysis
- Questioning
- Role play simulation

*Consistency in performance:*

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

*Context of assessment:*

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

## UNIT CHCMCEL401A Plan conduct and review a marriage ceremony

### Unit Descriptor

This unit relates to the planning, conduct and review of marriages by marriage celebrants. The unit will be suitable for individuals aspiring to be appointed as marriage celebrants and also existing marriage celebrants authorised under section 39(2) the *Marriage Act 1961*.

### ELEMENTS

### PERFORMANCE CRITERIA

- |                                  |   |
|----------------------------------|---|
| 1. Comply with legal obligations | 1.1 General understanding of the <i>Marriage Act</i> and <i>Marriage Regulations</i>  |
|                                  | 1.2 Specific knowledge of responsibilities and obligations of a marriage celebrant under the <i>Marriage Act</i> and <i>Marriage Regulations</i>  |
|                                  | 1.3 Knowledge of obligations applicable to marriage celebrants under <i>other relevant legislation</i>  |
|                                  | 1.4 Knowledge of the obligations of a marriage celebrant under the <i>Code of Practice</i> for Marriage Celebrants  |
| 2. Plan ceremony                 | 2.1 Requirements of the legislation are met: <ul style="list-style-type: none"><li>– Client eligibility is confirmed in accordance with legislation</li><li>– Information about the availability of <i>relationship education services</i> is provided in accordance with the <i>Code of Practice</i></li><li>– Requirements of the <i>Marriage Act</i>, its regulations and other relevant legislation are adhered to</li></ul>  |
|                                  | 2.2 Effective and professional <i>communication</i> with client is undertaken: <ul style="list-style-type: none"><li>– Client needs are identified (taking into account whether the ceremony is civil or religious based)</li><li>– Advice and information are provided to clients</li><li>– Ceremony options are presented to client for consideration if appropriate</li><li>– Advice is provided that clients can determine/author their own ceremony if appropriate</li><li>– Preferred ceremony options are confirmed with client</li><li>– Discussion of alternative/back-up arrangements takes place</li></ul> |

## ELEMENTS

## PERFORMANCE CRITERIA

- Any pre-arranged and agreed rehearsal/s are conducted
    - Review of proposed setting to enhance ceremony is undertaken in consultation with couple
  - 2.3 Effective management and *business skills* are applied:
    - Privacy of client records is ensured
    - Secure record storage is available
    - Records are maintained and managed
    - Effective administrative skills
    - Supply of available relevant up to date forms
- 3. Conduct ceremony
  - 3.1 Documentation required by the Marriage Act is sighted prior to the solemnisation of the marriage.
  - 3.2 All required documentation is reviewed and accurately completed for signing and forwarding to the State/Territory Registrar in accordance with the Marriage Act.
  - 3.3 Venue and time arrangements are managed to meet the needs of the clients.
  - 3.4 The roles of ceremony participants or of other service providers are confirmed.
  - 3.5 The orderly progression of the ceremony, as agreed to with the clients, is facilitated.
  - 3.6 *Presentation* of ceremony is professional.
  - 3.7 Documents are forwarded with the State/Territory Registrar after the ceremony has been performed.
- 4. Review Ceremony
  - 4.1 Client documentation relating to the ceremony and communications with the client are maintained securely and managed.
  - 4.2 Effective *administrative skills* utilised in collection and storage of documentation.
  - 4.3 Effective invoicing procedures applied.
  - 4.4 Client feedback is sought using various techniques.
  - 4.5 Feedback is used to continuously improve service.
  - 4.6 Collaboration with colleagues is sought to develop, maintain and improve own skills and resources

## RANGE STATEMENT

|   |  |
|---|--|
| <i>Marriage Act 1961:</i>               | <ul style="list-style-type: none"><li>• A general knowledge of the Marriage Act.</li><li>• A detailed knowledge of the obligations of a marriage celebrant in accordance with the Marriage Act.</li><li>• All aspects of responsibilities of a marriage celebrant applied at all times in accordance with the Marriage Act</li><li>• Detailed knowledge of the documentation required by the Marriage Act and ability to complete it accurately.</li></ul> |
| <i>Marriage Regulations:</i>            | Knowledge of and adherence to the Marriage Regulations   |
| <i>Other Relevant Legislation:</i>      | <ul style="list-style-type: none"><li>• Knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Statutory Declarations, Discrimination and Copyright Acts relevant to performing the role of a marriage celebrant</li><li>• Knowledge of State/Territory discrimination laws.</li><li>• Knowledge of the processes and procedures of State/Territory Registrars of Births, Deaths and Marriages</li></ul>                                |
| <i>Code of Practice:</i>                | Knowledge of and adherence to the Code of Practice for Marriage Celebrants as specified in the Marriage Regulations  |
| <i>Relationship Education Services:</i> | Information about the availability of relationship education services is provided in accordance with the Code of Practice  |
| <i>Communication:</i>                   | <ul style="list-style-type: none"><li>• Effective and professional communication with client is undertaken</li><li>• Ceremony options presented to client for consideration. This may vary taking account of whether the ceremony is civil or religious</li><li>• Client needs identified. This may vary taking account of whether the ceremony is civil or religious</li><li>• Client feedback is sought employing a range of techniques</li></ul>        |

## RANGE STATEMENT

- Feedback is used to improve service
- Collaboration with colleagues is sought to develop, maintain and improve skills and resources

### *Administrative/Business Management:*

- Privacy, security and confidentiality of client documentation and communications maintained
- All forms and procedures completed accurately and within the required time frame as specified in the Marriage Act
- All relevant materials provided to clients in a timely and professional manner
- All documentation available and accurately completed within the required time frame and lodged appropriately as specified in the Marriage Act
- Documentation collected and stored securely and appropriately

### *Presentation:*

- Ceremony presentation is accurate and professional
- Orderly progression of ceremony, as agreed to with clients, is facilitated
- The roles of ceremony participants or other service providers, where relevant, are confirmed

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- The candidate has a detailed knowledge of their obligations and responsibilities under the Marriage Act and complies with them
- A broad knowledge and understanding of other aspects of the Marriage Act
- Knowledge of relevant laws, regulations and celebrant Code of Practice
- Knowledge of the importance of ceremony and ritual in community and family life
- Ability to adhere to all required legislation
- Ability to provide information about the availability of relationship education services
- Ability to establish networks with relevant marriage/relationship education service provider/s
- Ability to deliver the agreed format and content of the ceremony
- Manner of facilitation of ceremonies that demonstrates cultural and social respect
- Demonstrated ability to convey a non-judgemental attitude towards clients
- Ceremony management consistent with the celebrant's responsibility towards the value of marriage
- Understanding of client liaison techniques
- Effective communication
- Effective management skills are demonstrated
- Understanding of and a commitment to ongoing professional development demonstrated
- Elements of conducting an effective ceremony including use of additional materials

*Essential knowledge required includes:*

Legal knowledge:

- Marriage act
- Knowledge of the obligations and responsibilities of a marriage celebrant according to the marriage act and marriage regulations and
- Code of practice;
- Knowledge of all documentation which must be sighted before a marriage can take;
- Ability to explain the key features of the act;
- Accurate completion of essential legal documents;
- Knowledge of offences under the marriage act

## EVIDENCE GUIDE

- Other Legislation
  - General knowledge of aspects of Commonwealth Migration, Privacy, Trade Practices, Statutory Declarations and Copyright Acts relevant to performing the role of a marriage celebrant
  - Awareness of Commonwealth discrimination laws as well as those in each state and territory
  - Ability to locate the relevant information for other state/territory legislation as required (such as local government parks and gardens)
  - Knowledge of the processes and procedures of State/Territory Registrars of Births, Deaths and Marriages
  - Ability to access information about and an understanding of GST and its application
- *Statutory Declarations Act 1959:*
  - Detailed knowledge of responsibilities in accepting a statutory declaration

### *Migration Act 1958:*

- Broad understanding of immigration laws and the issues that may arise for parties who do not have permanent residency status and wish to marry; and
- Awareness that marriage does not automatically give permanent residency; and
- Ability to refer persons to appropriate authority for further information
- *Copyright Act* especially applicability of the use of material in ceremonies
- *Privacy Act 1988*
  - understanding that celebrants have an obligation to protect privacy and maintain confidentiality
- *Trade Practices Act 1974*
  - understanding of obligations relevant to operating as a marriage celebrant within the Trade Practices Act; and
  - knowledge of where to locate relevant information



## EVIDENCE GUIDE

- Marriage/Relationship Education Services
  - The value of pre-marriage and other relationship education services discussed with couple;
  - Ability to establish networks with relevant marriage/relationship education service provider/s
- Other General Knowledge
  - Knowledge of sources of legal and practical information;
  - Understanding and awareness of cultural rights, multicultural contributions, and the place of the arts in culture and ceremony

*Essential skills include:*

- Effective communication, including:
  - Speaking in a firm, diplomatic and culturally appropriate manner; and
  - Ability to provide clear information, listen to and understand the needs of clients, and clarify ceremony instructions; and
  - Effective and empathetic listening skills while avoiding acting as a counsellor or educator; and
  - Maintain awareness of and sensitivity to clients needs (eg, demonstrate sensitivity to issues of race, religious beliefs, cultural background, language levels, personal capabilities of clients); and
  - Ceremony resources are varied, presentable and well maintained; and
  - Discuss appropriate check/to do lists with couple; and
  - Ability to summarise and clarify issues covered during consultation interviews prior to conduct of ceremony; and
  - Effective negotiation skills; and
  - Effective conflict resolution skills; and
  - Problem solving skills including the ability to work with a group and calmly manage disruptions; and ability to work with others and display empathy; and
  - Ability to confirm procedures with translator as necessary

## EVIDENCE GUIDE

- Language and literacy competence:
  - Demonstrated literacy competence to satisfactorily fulfil the role of a marriage celebrant including the ability to interpret legal requirements and Commonwealth policies and procedures; and
  - The ability to use appropriate ritual and symbols in ceremony; and
  - Demonstrated language competence including the ability to provide clear information, listen to and understand the needs of clients and clarify ceremony instructions
- Effective presentation skills:
  - Present materials for ceremony professionally; and controlled assembly of wedding party and guests with discretion; and
  - Effective projection of voice; and
  - Demonstrate discretion in terms of any perceived or actual disruption during ceremony; and
  - Conduct of ceremony with flow and continuity
  - Introduce couple in the manner previously agreed; and
  - Presentation of a complete and professional folder of ceremony to couple; and
  - Demonstrate respect and courtesy to wedding party, guests and other participants (i.e. Photographer, musicians, translator) before, during and following the ceremony; and
  - Consultation and presentation skills including an ability to convey an attitude of professionalism and compassion; and
  - Use of effective problem solving skills to clarify any legal or other business issues arising; and
  - Depart tactfully and at the appropriate time
- Management and administrative skills:
  - Effectively using techniques for monitoring own service area including client satisfaction; and
  - Demonstrated numeracy skills including satisfactory record keeping; and
  - Honesty and openness in terms of fees and what monies are refundable and in what circumstances; and

## EVIDENCE GUIDE

- Use of effective time management skills to ensure arrival at venue at agreed time; and
- Check any equipment or resources as necessary; and
- Demonstrated administrative skills; and
- Follow-up on any outstanding issues; and
- Contribute to revision of procedures and guidelines as appropriate

*Resource requirements include:*

- Access to relevant or appropriately simulated environment where assessment can take place.
- Relevant legislation, guidelines, Code of Practice, and range of required documentation.

*Method of assessment:*

- Observation of simulation and/or role-play of client interview
- Observation of simulation and/or role play of ceremony
- Evidence during process for assessment of accurate completion of required documentation prior to ceremony and correct finalising of documents for forwarding to Registry Office following ceremony
- Evidence of knowledge of all elements of Code of Practice/ Marriage Act and its Regulations
- Evidence of the appropriate use of ceremony and symbolism

*Context of assessment:*

- For assessment of aspiring marriage celebrants, this unit is most appropriately assessed by the observation of a simulated client interview and simulated ceremony or through role-play and the completion and submission of documents
- For existing marriage celebrants choosing to be assessed against the competencies, this unit is most appropriately assessed prior to and during the conduct of a marriage ceremony and the completion and submission of completed documents
- During assessment the following should be demonstrated:
  - Ability to determine and understand client needs; and skills in assisting clients to feel at ease; and

## EVIDENCE GUIDE

- Ability to work in public before an audience;  
and
  - Interpersonal skills
- Assessment may be conducted on one occasion but should enable assessment of response to a diverse range of clients in a range of situations.
- A diversity of assessment tasks is essential for holistic assessment.

## UNIT CHCMED401A      Conduct a sound assessment of a dispute for mediation

### Unit Descriptor

This unit identifies the skills and knowledge required for mediators to prepare for the mediation process and to assist clients to be aware of their roles and responsibilities in mediation.

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Inform clients on the<br><i>mediation process</i> | 1.1 Accurate, timely and relevant information is provided about the mediation processes available<br>1.2 Co-mediation needs are identified<br>1.3 Co-mediation roles are clarified and used according to agency guidelines<br>1.4 Parties understanding of the sequential steps of mediation is verified.<br>1.5 Parties are clear on own, mediator, and the agency role<br>1.6 Boundaries of confidentiality and privacy are clear to parties  |
| 2. Clarify presented<br>information on the dispute   | 2.1 The <i>issues presented</i> prior to the mediation are accurately and concisely analysed to assess the most suitable case management options<br>2.2 The need to seek advice on the legal or factual complexity of the matter is clarified<br>2.3 Court orders are noted, potential risks are identified, and responses formulated using relevant knowledge of safety procedures   |
| 3. Assess the readiness to<br>participate            | 3.1 Clients are prepared and counselled in preparation for a mediation process<br>3.2 Power differentials between clients are assessed<br>3.3 <i>Cultural perspective</i> that may affect the mediation process are assessed<br>3.4 Security and safety guidelines are used in accordance with legislative and industry procedures<br>3.5 Timely and effective exclusion of mediation is achieved where appropriate<br>3.6 Clients are referred accurately and effectively to others who may be within the agency or external to it |

| <b>ELEMENT</b>                               | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 4. Clarify commitment to the process         | <ul style="list-style-type: none"><li>4.1 The emotions and expectations of clients are clarified to estimate capacity to commit</li><li>4.2 The clients' capacity to negotiate is considered</li><li>4.3 The clients' readiness to consider and commit to the mediation processes is determined</li><li>4.4 Adequacy of intake procedures is considered</li></ul>  |
| 5. Prepare venue and resources for mediation | <ul style="list-style-type: none"><li>5.1 Needs of parties are analysed and venue is prepared accordingly</li><li>5.2 Language is selected to accommodate specific needs of the parties</li><li>5.3 Interpreters are engaged and according to agency guidelines to best promote understanding between all parties and mediators</li><li>5.4 Equipment, tools and any other resources required are organised to support mediation process when needed</li></ul> |

## RANGE STATEMENT

*Knowledge:*

Knowledge refers to the understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

*Mediation Process refers to:*

This refers to knowledge about the procedural and understanding of requirements for dispute resolution within the Agency

- The theory, systems and methods of dispute resolution processes and the place of the Agency within these
- The management and conduct of a dispute resolution process
- Stages of a dispute resolution process, and how they can be used most effectively
- Assessment of individual cases to determine limitations of the ADR processes
- Recognition of when a ADR process is not being effective
- How to ensure fairness within procedure
- Criteria for exercising discretion on procedural matters, for example, consultations with individual clients, and duration
- How to identify who may be significant others and how to manage their appropriate involvement
- How to enable clients to consider all relevant information and work towards their own decisions

*Client/s could include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients

*Issues presented could be sourced from:*

- Interviews with clients, family, significant others and carers
- Applications and other forms
- Case documentation
- Using specialist communicators
- Information from professionals
- Information from service providers
- Previous file records
- Client consent (verbal and written)

## RANGE STATEMENT

### *Cultural perspective:*

- The significance of the diversity of the clients involved in ADR, including gender, religion, age, culture, language, race, education, socioeconomic status, and disability
- Different cultural attitudes of members within a family
- Cultural variations on the agreed norms and range of behaviours accepted as 'family practices'
- The relevance of culture in relation to problem-solving and dispute resolution
- The relevance of culture in relation to negotiation, concessions and compromise
- Cultural variations in relation to written, spoken and non-verbal communication
- Cultural attitudes towards physical space, venue and time
- Cultural attitudes towards the role of outsiders in dispute resolution
- Cultural attitudes in relation to the role of law, the courts, lawyers and professional advisers



## EVIDENCE GUIDE

### *Critical aspects of assessment:*

Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to guide the mediation process.

Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.

In particular, assessment must confirm the ability to:

- Establish confidence with clients through using appropriate interpersonal styles and methods
- Identify accurately clients issues
- Apply the agency systems
- Refer to appropriate others to match client needs
- Interpret accurately and comply with legal and procedural requirements
- Understand own work roles and responsibilities in relation to service delivery

### *Essential knowledge:*

- Understanding of the application of relevant legislation
- Awareness of different cultural systems for dispute resolution and how these may interact with the Agency system
- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- Other dispute resolution procedures within the Agency
- Relevant relationships, such as couple, family and group relationships
- Availability of professional, academic, technical, community and educational resources for client use or referral
- The legal and social standards that would be applicable if the case was taken further to trial
- The structures, resources, processes and requirements of the Agency

## EVIDENCE GUIDE

### *Essential skills:*

- Questioning and active listening skills that establishes client confidence and facilitates disclosure
- Problem solving skills
- Literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Ability to maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

### *Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

### *Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios

## EVIDENCE GUIDE

- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation



## UNIT CHCMED402A

## Gather and use information for the mediation process

### Unit Descriptor

This unit identifies the skills and knowledge required for mediators to support clients in gathering and presenting information to assist in establishing common ground.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Assist clients to provide their information        | 1.1 <i>Specialist communication skills</i> are used to facilitate clients provision of information   |
|   | 1.2 <i>Documented factual information</i> is clarified   |
|   | 1.3 Clients are assisted to consider what is relevant information                                    |
| 2. Deal with gaps in information                      | 2.1 Needs and wishes of significant others are identified  |
|   | 2.2 A process agreed upon to manage the appropriate involvement of significant others                |
|   | 2.3 Information is provided to assist clients seek professional support to gain information required |
| 3. Manage the acknowledgment of presented information | 3.1 inferences or deductions from information are tested   |
|   | 3.2 the relevant rules and principles of evidence within the agency framework are outlined           |

## RANGE STATEMENT

*Specialist communication skills refers to:*

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to seek and present information
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening

*Documented factual information could include:*

- Case documentation
- Information from professionals
- Information from service providers
- Previous file records
- Evidence that is permissible within the court system

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to guide the mediation process.

Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.

In particular, assessment must confirm the ability to:

- Summarise presented information accurately to clients
- Identify gaps in information
- Assist the client in gaining the factual information to commence dispute clarification
- Apply the agency systems
- Interpret documentation accurately and comply with legal and procedural requirements
- Understand own work roles and responsibilities in relation to service delivery

### *Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCCOM3C Utilise specialist communication skills to build strong relationships

### *Essential knowledge:*

- Understanding of the application of the relevant legislation
- Awareness of the impact of culture on the decisions to gain and present information
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as Property Law that may impact on the requirement for information

### *Essential skills:*

- Organisation of information
- Questioning and active listening skills that identify gaps in information provided
- Problem solving skills

## EVIDENCE GUIDE

- Literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Ability to maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

### *Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

### *Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes



## EVIDENCE GUIDE

- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for meditation



## UNIT CHCMED403A      Manage communication exchanges to define the dispute

### Unit Descriptor

This unit identifies the skills and knowledge required for mediators to establish and manage the communication process to enable the parties to define the dispute.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Establish <i>communication protocols</i>                       | <ul style="list-style-type: none"><li>1.1 Checking with clients that they are clear about what is going on, and responding to their queries</li><li>1.2 <i>Specialist communication</i> needs of needs of all <i>stakeholders</i> are identified</li><li>1.3 Issues for mediation are prioritised</li><li>1.4 The <i>ground rules</i> for the mediation process are confirmed with all parties</li></ul>                           |
| 2. Model communication skills to facilitate the mediation process | <ul style="list-style-type: none"><li>2.1 Mediators present as neutral and impartial process facilitators within the agency guidelines</li><li>2.2 Consistent accurate and clear communication with the clients and their representatives is demonstrated</li><li>2.3 Clients feelings, concerns and views on relevant issues are acknowledged</li><li>2.4 Clients understanding of the proceedings is regularly checked</li></ul> |
| 3. Define the dispute   | <ul style="list-style-type: none"><li>3.1 Clients are involved in identifying and defining the dispute</li><li>3.2 <i>Common ground</i> between the clients is established</li><li>3.3 Appropriate terms are used to describe the dispute</li><li>3.4 The dispute is defined in terms of interests where appropriate</li><li>3.5 Issues are ordered, differentiated and prioritised</li></ul>                                      |

## RANGE STATEMENT

|  |   |
|--|---|
| <i>Knowledge:</i>  | Knowledge refers to the understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process.  |
| <i>Communication protocols refers to agreed communication processes:</i> | <ul style="list-style-type: none"><li>• When working in a co- mediation process</li><li>• When mediating over different mediums eg Video situations</li><li>• Processes established to support communication within the agency and between agencies</li></ul>   |
| <i>Specialist communication skills refers to:</i>                        | <ul style="list-style-type: none"><li>• Means by which an emotionally safe and empathic environment is created</li><li>• Means for communicating with people with disabilities or where English is not the first language</li><li>• Methods of communicating with different age, religious, gender and sexual identity groups</li><li>• Non-judgemental communication techniques</li><li>• Using strategies that empower client to seek and present information</li><li>• Cultural, sub-cultural awareness/sensitivity</li><li>• Demonstrating empathy</li><li>• Using appropriate body language</li><li>• Reflecting, summarising and paraphrasing</li><li>• Asking open-ended questions</li><li>• Using conflict management skills if appropriate</li><li>• If needed, use of a qualified interpreter</li><li>• Recognition of client/worker power differences</li><li>• Maintaining confidentiality</li><li>• Active listening</li></ul> |
| <i>Stakeholders may include:</i>   | <ul style="list-style-type: none"><li>• Clients</li><li>• Family members</li><li>• Community members</li></ul>  |
| <i>Ground rules:</i>   | The management and conduct of a dispute resolution process  |

## **RANGE STATEMENT**

*Common ground:*

Agreed shared needs and options that may assist in moving towards a satisfactory outcome for both parties

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to guide the mediation process.

Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.

- Knowledge, skills and ethics relevant to the nine area of practice as outlined in the 2001 NADRAC standards
- Demonstrated capability to apply mediation with an awareness and sensitivity to conflict, culture and context.
- Skills in negotiation, communication and decision making
- Understanding and implementation of relevant procedures
- Summarise presented positions accurately to clients
- Identify gaps in understanding
- Assist the client to interpret issues and needs to define the dispute
- Apply the agency systems
- Interpret documentation accurately and comply with legal and procedural requirements
- Understand own work roles and responsibilities in relation to service delivery

### *Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCCOM3C Utilise specialist communication skills to build strong relationships

### *Essential knowledge:*

- Understanding of the application of the Relevant legislation
- Awareness of the impact of culture on the definition of the dispute
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as Property Law that may impact on the definition of the dispute

## EVIDENCE GUIDE

### *Essential skills:*

- Organisation of information
- Capacity to adapt the mediation process to include relevant stakeholders
- Questioning and active listening skills that identify gaps in information provided
- Problem solving skills
- Literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Ability to maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

### *Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

## EVIDENCE GUIDE

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for meditation



## UNIT CHCMED404A Facilitate the mediation process

### Unit Descriptor

This unit identifies the skills and knowledge required by mediators to maintain the flow of the mediation process to achieve the optimum outcome for all parties.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Maintain a favourable climate for mediation                             | <ul style="list-style-type: none"><li>1.1 Fairness in procedure for all client's involved in the process is maintained</li><li>1.2 <i>Statutory, and procedural</i> requirements are complied with</li><li>1.3 Technology and expert assistance, such as interpreters, is used to remove impediments to open communication</li><li>1.4 Sufficient time is provided for client's' respective interests and views to be identified and explored</li></ul> |
| 2. Adapt the process to match client's needs within the Agencies framework | <ul style="list-style-type: none"><li>2.1 The mediation process is adapted to suit the needs of the clients and the dispute</li><li>2.2 Co – mediation is managed appropriately with all parties to the dispute</li><li>2.3 Clients are provided with the opportunity to reflect on any agreement or seek <i>other advice</i> when appropriate</li></ul>  |
| 3. Support interaction between clients                                     | <ul style="list-style-type: none"><li>3.1 The existence of any actual or potential bias or conflict of interest is identified</li><li>3.2 Client's concerns about bias or partiality are responded to effectively</li><li>3.3 Any appearance of partiality or bias through word or conduct is avoided</li></ul>   |

## RANGE STATEMENT

*Knowledge:*

Knowledge refers to the understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively an ADR process.

*Statutory, and procedural requirements may include:*

- Relevant legislation
- Property Law
- Superannuation
- Procedures for accessing specialist advice
- Procedures for individual consultations
- Procedures for community consultation

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to guide the mediation process.
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.

In particular, assessment must confirm the ability to:

- Establish and maintain agreed procedures that meet the agency guidelines and the needs of the client
- Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Understand own work roles and responsibilities in relation to service delivery

### *Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCCOM3C Utilise specialist communication skills to build strong relationships

### *Essential knowledge:*

- Understanding of the application of the relevant legislation
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as Property Law that may impact on the definition of the dispute

### *Essential skills:*

- Assessment of individual cases to determine limitations of the mediation processes
- Recognition of when a mediation process is not being effective
- How to deal with non-compliance with the relevant legislation rules and regulation procedural requirements
- How to ensure fairness within procedure
- Criteria for exercising discretion on procedural matters, for example, consultations with individual clients, and duration

## EVIDENCE GUIDE

|   |   |
|---|---|
| <i>Resource implications:</i>   | <ul style="list-style-type: none"><li>• Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.</li><li>• Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.</li></ul>   |
| <i>Consistency in performance:</i>  | Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.  |
| <i>Context of assessment:</i>   | Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.   |
| <i>Evidence for assessment of competence may be gathered by appropriate combination of the following:</i> | <ul style="list-style-type: none"><li>• Demonstration of competency within the working environment in preparing for the mediation process</li><li>• Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios</li><li>• Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes</li><li>• Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</li><li>• Review of any documentation produced by the candidate related to the preparation for meditation</li></ul> |

## UNIT CHCMED405A

## Facilitate interaction between clients

### Unit Descriptor

This unit identifies the skills and knowledge required for mediators to facilitate the agreed process of mediation.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Facilitate the development of trust in the process      | 1.1 An appropriate degree of <i>client responsibility</i> for the outcome and the process is achieved                    |
|  | 1.2 Hearing all the clients to a dispute and considering all relevant arguments  |
|  | 1.3 The mediators sincerity and integrity, develops and maintains trust  |
| 2. Assist clients to share problem solving and negotiation | 2.1 Clients are assisted to prepare for problem solving and negotiation  |
|  | 2.2 Clients are supported in identifying options for decision making   |
|  | 2.3 Creative and inventive problem-solving strategies are acknowledged   |
|  | 2.4 Clients are assisted to identify agreements and decisions made, and future action required                           |
| 3. Determine <i>limitations of the mediation process</i>   | 3.1 Legislative and other constraints are identified and taken into account  |
|  | 3.2 Clients are supported in identifying real needs and goals  |
|  | 3.3 The consequences of client's positions is summarised impasses are managed to prevent loss of face and final closures |

## RANGE STATEMENT

*Knowledge:* Knowledge refers to the understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively an ADR process.

*Client responsibility* refers to the desire and capability that the client demonstrates to seek a resolution within the mediation framework.

*Limitations of the mediation process* refers to the differences between mediation and other Alternative Dispute Resolution process.

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge, skills and ethics relevant to the nine area of practice as outlined in the 2001 NADRAC standards
- Demonstrated capability to apply mediation with an awareness and sensitivity to conflict, culture and context.
- Skills in negotiation, communication and decision making.
- Understanding and implementation of relevant procedures.
- Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to facilitate the mediation process.
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.
- In particular, assessment must confirm the ability to:
  - Demonstrate integrity and trustworthiness
  - Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Understand own work roles and responsibilities in relation to service delivery

*Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCCOM3C Utilise specialist communication skills to build strong relationships

*Essential knowledge:*

- Understanding of family/group dynamics
- Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
- Understanding of the application of the Relevant legislation
- Understanding of the Rules of Evidence
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information

## EVIDENCE GUIDE

- Sufficient understanding of other legislation such as Property Law that may impact on the definition of the dispute
- Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
- The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
- Clarity over professional and personal boundaries, the knowledge of how to retain professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance
- Awareness of one's own interpersonal communication style and the effect it has on others
- Awareness of personal responses to conflict and high emotion

### *Essential skills:*

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to assist in gaining the best outcomes for the child
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about issues in dispute in a sensitive and appropriate way
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening



## EVIDENCE GUIDE

*Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.

*Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

*Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for meditation



## UNIT CHCMED406A

## Consolidate and conclude the mediation process

### Unit Descriptor

This unit identifies the skills and knowledge required for the mediator to conclude the session and support the implementation of any agreement.

### ELEMENT

### PERFORMANCE CRITERIA

- |                                     |  |
|-------------------------------------|--|
| 1. Assess the level of agreement    | 1.1 Accurate assessments are made on when agreement has been reached or when it is not possible                                  |
|                                     | 1.2 The clarity of clients understanding of any agreement is confirmed   |
|                                     | 1.3 The clarity of clients understanding of their roles and responsibilities is confirmed  |
|                                     | 1.4 Clients are supported in reaching agreement across the final impasses and gaps   |
| 2. Provide information and referral | 2.1 Information on further dispute resolution options within the Agency System are discussed if agreement is not reached         |
|                                     | 2.2 The <i>option for legal advice</i> is outlined as one way of managing any lack of agreement                                  |
|                                     | 2.3 Appropriate Case Management guidelines are applied with clients  |
| 3. Document and communicate outcome | 3.1 Agreements and outstanding issues are accurately recorded  |
|                                     | 3.2 Process to communicate the outcome of the mediation to third parties are agreed upon   |
|                                     | 3.3 Actions to support the implementation of the mediation are specified and agreement sought between all parties to the dispute |
|                                     | 3.4 Mediation outcomes reflect shared responsibility and short/long term and contingency plans                                   |

## RANGE STATEMENT

|   |  |
|---|--|
| <i>Knowledge refers to:</i>                       | Understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively an ADR process. |
| <i>Accurate assessments</i>                       | Refer to the application of the mediators skills, knowledge and capacity for decision making as applied within the Agency framework.   |
| <i>Option for legal advice refers:</i>            | To the guidance to parties on the options for engagement of solicitors.  |
| <i>Case Management guidelines are:</i>            | Established by the agency to assist in ensuring the best outcomes for the child.   |
| <i>Implementation of the mediation refers to:</i> | The support through the Agency or referral to other agencies to ensure that the mediation outcome is implemented.  |

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge, skills and ethics relevant to the nine area of practice as outlined in the 2001 NADRAC standards
- Demonstrated capability to apply mediation with an awareness and sensitivity to conflict, culture and context.
- Skills in negotiation, communication and decision making
- Understanding and implementation of relevant procedures
- Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to facilitate the mediation process.
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.

In particular, assessment must confirm the ability to:

- Paraphrase, ask clarifying questions and summarise to assist parties to feel heard
- Use a range of rapport-building strategies, such as adapting terms used, pace or volume of speech to suit the language level of the parties and mirroring non-verbal behaviour
- Guide communication flow directly between parties, from agenda setting stage until close of mediation, excluding any private session
- Use minimally obtrusive verbal and non-verbal behaviours to manage interruptions
- Remind parties about agreed ground rules if other interventions are ineffective
- Raise questions between parties about feelings and specific behaviours to encourage constructive expression of emotions and prevent escalation of conflict
- Encourage parties to describe their understanding of others' statements about feelings, needs and ideas
- Use fact finding questions to meet parties' needs

## EVIDENCE GUIDE

*Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCCOM3C Utilise specialist communication skills to build strong relationships

*Essential knowledge:*

- Understanding of family/group dynamics
- Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
- Understanding of the application of the Relevant legislation
- Understanding of the Rules of Evidence
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as Property Law that may impact on the definition of the dispute
- Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
- The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
- Clarity over professional and personal boundaries, the knowledge of how to retain professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance
- Awareness of one's own interpersonal communication style and the effect it has on others
- Awareness of personal responses to conflict and high emotion

*Essential skills:*

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques

## EVIDENCE GUIDE

- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about issues in dispute in a sensitive and appropriate way
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

### *Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

## EVIDENCE GUIDE

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for meditation



## UNIT CHCMED407A      Reflect and improve upon professional mediation practice

### Unit Descriptor

This unit describes the knowledge and skills required evaluate own work, continuing self-development and effective supervision within an ethical code of practice

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Reflect upon own practice                         | 1.1 <i>Self-evaluation</i> is undertaken in conjunction with supervisors and/or peers   |
|  | 1.2 Open and evaluative feedback is given to co-mediator  |
|  | 1.3 Feedback is actively sought and accepted non defensively  |
|  | 1.4 Dynamics of dispute are analysed with a view to improving technique   |
| 2. Ensure continuing self-support and supervision    | 2.1 <i>Specialist advice / further training</i> is sought where the need is identified  |
|  | 2.2 Agency guidelines are observed in relation to professional development  |
|  | 2.3 Current industry practice is appraised and applied to improve mediation process   |
|  | 2.4 Commitment to upgrading skills and knowledge is evident through regular participation in a review mechanism                           |
|  | 2.5 Current and likely future needs are evaluated and action taken to keep abreast of evolving trends in mediation changes as appropriate |
| 3. Operate within an agreed ethical code of practice | 3.1 Own practice is assessed against identified objectives, using a range of valid evidence   |
|  | 3.2 The effect of values, beliefs and behaviour in work with clients is recognised  |
|  | 3.3 Realistic goals and targets for self development are established  |

## RANGE STATEMENT

*Knowledge:* Knowledge refers to the understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively an ADR process.

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge, skills and ethics relevant to the nine area of practice as outlined in the 2001 NADRAC standards
- Demonstrated capability to apply mediation with an awareness and sensitivity to conflict, culture and context.
- Skills in negotiation, communication and decision making
- Understanding and implementation of relevant procedures

*Range Statement*

- Mediators may work independently or within an agency setting.
- *Self evaluation* includes: journal documentation and structured discussion with others.
- *Specialist advice / further training* may include: accessing on the job mentoring or through peer work or training

*Critical aspects of assessment:*

Assessment must confirm sufficient ability to continue to reflect and develop capability to mediate.

*In particular, assessment must confirm the ability to:*

- Seek and reflect upon feedback
- Seek opportunities for supervision/co-mediation
- Identify and participate in personal development
- Integrate learning into improved practice

*Essential knowledge:*

- Relevant legislation and agency guidelines that affects the mediation process
- Principles and techniques of:
  - Personal goal setting
  - Measuring performance
  - Time management
  - Identifying personal behaviour, self awareness, personality traits
  - Establishing a personal development plan
- The agency's policies, plans and procedures
- The types of work methods and practices which can improve personal performance

## EVIDENCE GUIDE

- The types of learning style(s) and how they relate to the individual
- The personal development opportunities and options

### *Essential skills:*

- Functional literacy skills to interpret written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Researching information to develop personal development and work plans
- Eliciting, analysing and interpreting feedback
- Analysing culturally different viewpoints and taking them into account in personal development and mediation processes
- Monitoring research trends related to mediators roles and responsibilities
- Using information systems to assist establish work plans
- Assessing the effectiveness of own mediation skills development
- Developing and maintaining professional networks
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

## EVIDENCE GUIDE

*Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all of the Range Statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development



## **UNIT CHCMED408B      Identify the need for alternative dispute resolution**

### **Unit Descriptor**

This unit identifies the skills and knowledge required for community workers to establish and manage the communication process to enable the parties to identify the need for alternative dispute resolution

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 1. Identify the dispute   | <ul style="list-style-type: none"><li>1.1 Parties to the dispute are encouraged to present the issues</li><li>1.2 The parties willingness and capability to resolve the issues is discussed</li><li>1.3 The issues and the parties willingness and capability are analysed to assess the most suitable resolution process</li><li>1.4 The need to seek advice on the legal or factual complexity of the matter is clarified</li><li>1.5 Key stakeholders are identified</li></ul> |
| 2. Outline dispute resolution models  | <ul style="list-style-type: none"><li>2.1 Models of mediation process are outlined</li><li>2.2 Directed conciliation as an application of mediation in a legal setting is described</li><li>2.3 The opportunity for involving key parties in alternative dispute resolution process is considered</li><li>2.4 The level of preparation and commitment to resolution is outlined for the different ADR options</li></ul>   |
| 3. Support parties in identifying the most appropriate dispute resolution process | <ul style="list-style-type: none"><li>3.1 Referrals to ADR experts are provided</li><li>3.2 Follow up on initial contact with ADR practitioners occurs</li><li>3.3 The options and requirements for alternative dispute resolution are checked with parties throughout the progress of resolution</li></ul>   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope statement chosen for training and assessment requirements will depend on the particular work situation.

### *Alternative dispute resolution*

- ADR refers to processes, other than judicial determination, in which an impartial person (an ADR practitioner) assists those in a dispute to resolve the issues between them.
- ADR processes may be *facilitative, advisory, determinative or*, in some cases, a combination of these
- ADR may be used for different categories of dispute, for example, family and child mediation, community mediation, victim-offender mediation, equal opportunity conciliation, workers' compensation conciliation, tenancy conciliation or commercial arbitration. Multi-party mediation may involve several parties or groups of parties.

### *Alternative dispute resolution process refers to:*

This refers to knowledge about the procedural and understanding of requirements for dispute resolution within the Agency

The theory, systems and methods of dispute resolution processes

- The management and conduct of a dispute resolution process
- Stages of a dispute resolution process, and how they can be used most effectively
- Assessment of individual cases to determine limitations of the ADR processes
- Recognition of when a ADR process is not effective
- How to deal with non-compliance with the family law act rules and regulation procedural requirements
- How to ensure fairness within procedure
- Criteria for exercising discretion on procedural matters, for example, consultations with individual clients, and duration
- How to identify who may be significant others and how to manage their appropriate involvement
- How to enable clients to consider all relevant information and work towards their own decisions



## RANGE STATEMENT

*Client/s could include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients

*Issues presented could be sourced from:*

- Interviews with clients, family, significant others and carers
- Applications and other forms
- Case documentation
- Using specialist communicators
- Information from professionals
- Information from service providers
- Previous file records
- Client consent (verbal and written)

*Cultural perspective:*

- The significance of the diversity of the clients involved in ADR, including gender, religion, age, culture, language, race, education, socioeconomic status, and disability
- Different cultural attitudes of members within a family
- Cultural variations on the agreed norms and range of behaviours accepted as 'family practices'
- The relevance of culture in relation to problem-solving and dispute resolution
- The relevance of culture in relation to negotiation, concessions and compromise
- Cultural variations in relation to written, spoken and non-verbal communication
- Cultural attitudes towards physical space, venue and time
- Cultural attitudes towards the role of outsiders in dispute resolution
- Cultural attitudes in relation to the role of law, the courts, lawyers and professional advisers

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Knowledge, skills and ethics relevant to the nine area of practice as outlined in the 2001 NADRAC standards ([www.nadrac.gov.au](http://www.nadrac.gov.au))
- Assessment must confirm sufficient ability to use appropriate interpersonal skills and knowledge to guide the ADR process.
- Demonstrated capability to apply ADR with an awareness and sensitivity to conflict, culture and context.
- Skills in negotiation, communication and decision making
- Understanding and implementation of relevant procedures

In particular, assessment must confirm the ability to:

- Establish confidence with clients through using appropriate interpersonal styles and methods
- Identify accurately clients issues
- Apply the agency systems
- Refer to appropriate others to match client needs
- Interpret accurately and comply with legal and procedural requirements
- Understand own work roles and responsibilities in relation to service delivery.

*Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCMED409B Facilitate alternative dispute resolution processes
- CHCCOM3C Utilise specialist communication skills to build strong relationships

*Essential knowledge:*

- Understanding of the application of legislation including the Family Law Act
- Awareness of different cultural systems for dispute resolution

## EVIDENCE GUIDE

- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- Other dispute resolution procedures
- Relevant relationships, such as couple, family and group relationships
- Availability of professional, academic, technical, community and educational resources for client use or referral
- The legal and social standards that would be applicable if the case was taken further to trial
- The structures, resources, processes and requirements of the agency

### *Essential skills:*

- Questioning and active listening skills that establishes client confidence and facilitates disclosure
- Problem solving skills
- Literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Ability to maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened.

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

## EVIDENCE GUIDE

*Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

## **UNIT CHCMED409B      Facilitate alternative dispute resolution processes**

### **Unit Descriptor**

This unit identifies the skills and knowledge required for mediators to facilitate the agreed alternative dispute resolution process.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |  |   |
|---|--|---|
| 1 | Facilitate the structure of the alternative dispute resolution process | 1.1 An appropriate degree of client responsibility for the outcome and the process is achieved<br>1.2 The clients is supported in outlining the relevant issues within the dispute<br>1.3 The facilitator demonstrates sincerity and integrity, develops and maintains trust.<br>1.4 Processes to ensure respect for parties safety and needs are outlined and implemented<br>1.5 Options/need to move from one type of ADR to another is outlined<br>1.6 Legislative and other constraints are identified and taken into account in advising on appropriate dispute resolution process |
| 2 | Assist clients to work to achieve resolution                           | 2.1 Clients are assisted to prepare for problem solving and negotiation<br>2.2 Clients are supported in identifying real needs and goals<br>2.3 Clients are supported in identifying options for decision making<br>2.4 Clients are assisted to identify agreements and decisions made, and future action required  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

|   |   |
|---|---|
| <i>Alternative Dispute Resolution</i>                     | <ul style="list-style-type: none"><li>• ADR refers to processes, other than judicial determination, in which an impartial person (an ADR practitioner) assists those in a dispute to resolve the issues between them.</li><li>• ADR processes may be <i>facilitative, advisory, determinative or</i>, in some cases, a combination of these</li><li>• ADR may be used for different categories of dispute, for example, family and child mediation, community mediation, victim-offender mediation, equal opportunity conciliation, workers' compensation conciliation, tenancy conciliation or commercial arbitration. Multi-party mediation may involve several parties or groups of parties.</li></ul> |
| <i>Statutory, and procedural requirements may include</i> | <ul style="list-style-type: none"><li>• Family Law Act</li><li>• Property Law</li><li>• Superannuation</li><li>• Procedures for accessing specialist advice</li><li>• Procedures for individual consultations</li><li>• Procedures for community consultation</li></ul>   |
| <i>Alternative Dispute Resolution Process refers to:</i>  | <p>This refers to knowledge about the procedural and understanding of requirements for dispute resolution within the Agency</p> <p>The theory, systems and methods of dispute resolution processes</p> <ul style="list-style-type: none"><li>• The management and conduct of a dispute resolution process</li><li>• Stages of a dispute resolution process, and how they can be used most effectively</li><li>• Assessment of individual cases to determine limitations of the ADR processes</li><li>• Recognition of when a ADR process is not effective</li><li>• How to deal with non-compliance with the family law act rules and regulation procedural requirements</li></ul>                        |

## RANGE STATEMENT

- How to ensure fairness within procedure
- Criteria for exercising discretion on procedural matters, for example, consultations with individual clients, and duration
- How to identify who may be significant others and how to manage their appropriate involvement
- How to enable clients to consider all relevant information and work towards their own decisions

*Client/s could include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Assessment must confirm sufficient ability to use appropriate interpersonal skills knowledge of the Agency system to guide the ADR process.
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment.

In particular, assessment must confirm the ability to:

- Establish and maintain agreed procedures that meet the agency guidelines and the needs of the client
- Demonstrate fairness and lack of bias at all times
- Apply the Agency systems
- Understand own work roles and responsibilities in relation to service delivery.

*Interdependent assessment of units:*

This unit must be assessed after, or in conjunction, with the attainment of competency in the following unit(s):

- CHCMED408B Identify the need for alternative dispute resolution
- CHCCOM3C Utilise specialist communication skills to build strong relationships



## EVIDENCE GUIDE

*Essential knowledge:*

- Availability of professional, academic, technical, community and educational resources for client use or referral
- Awareness of different cultural systems for dispute resolution and their impact on progress of the ADR
- Other dispute resolution procedures
- Relevant relationships, such as couple, family and group relationships
- The legal and social standards that would be applicable if the case was taken further to trial
- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- The structures, resources, processes and requirements of the agency
- Understanding of the application of legislation including the Family Law Act, Property Law, the Privacy Act and Freedom of Information that may impact on the definition of the dispute
- Understanding of the Rules of Evidence

## EVIDENCE GUIDE

### *Essential skills:*

- Assessment of individual cases to determine limitations of the mediation processes
- Recognition of when a mediation process is not being effective
- How to deal with non-compliance with the Family Law Act rules and regulation procedural requirements and other legislation as appropriate
- How to ensure fairness within procedure
- Criteria for exercising discretion on procedural matters, for example, consultations with individual clients, and duration
- Questioning and active listening skills that establishes client confidence and facilitates disclosure
- Problem solving skills
- Literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Ability to maintain confidentiality and to deal effectively with breaches of confidentiality especially when client *safety is threatened*.

### *Resource implications:*

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to mediation service delivery issues will also be required if non-workplace assessment paths are utilised.

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

## EVIDENCE GUIDE

*Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all of the range statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “what if?” Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for meditation



## UNIT CHCMH1B Orientation to mental health work

### Unit Descriptor

This unit aims to describe the context within which mental health work occurs.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Work within the context of the mental health sector                            | 1.1 All work in the sector reflects consideration of the historical context of the sector<br>1.2 All work reflects consideration of the changing social, political and economic context   |
| 2. Develop knowledge of the mental health sector                                  | 2.1 All work reflects a basic knowledge of the current issues and different models of work which impact on the sector<br>2.2 In collecting information about the mental health sector, the views of key stakeholders and representatives from relevant target groups are collected and used   |
| 3. Demonstrate commitment to the central philosophies of the mental health sector | 3.1 All work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector<br>3.2 All work in the sector demonstrates a commitment to access and equity principles<br>3.3 Clients participate in all aspects of service planning and support activities<br>3.4 Personal values and attitudes regarding mental health and illness are identified and taken into account when planning and implementing all work activities |
| 4. Work with people from culturally and linguistically diverse backgrounds        | 4.1 All work undertaken demonstrates consideration and understanding of cultural and linguistic differences<br>4.2 All work is adapted to meet the specific cultural and linguistic needs of clients  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Context includes:*

- Statutory framework within which work takes place
- Historical context of work eg. Changing attitudes to mental health; changing approaches to working with clients
- Changing social context of work eg. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
- Political context eg. Government policies and initiatives affecting mental health work, mainstreaming
- Economic context eg. The current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability

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

- Community development and education
- Mental health promotion
- Case management
- Working with families
- Clubhouse
- Psychosocial rehabilitation
- Supported employment
- Peer support/self help
- Crisis situation responses
- Early intervention/prevention
- Consumer run models
- Clinical mental health services
- Residential services
- Respite care
- Home based support

## RANGE STATEMENT

*Stakeholders and representatives may include:*

- Consumers
- Carers
- Friends, peers and target group
- Families and care givers
- Local community
- Community organisations
- Government representatives and service providers
- Clinical mental health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

*The underpinning values and philosophies of the sector may include:*

- A holistic and consumer-centred approach
- Family sensitive approaches
- Community education
- Promotion of mental health and wellbeing
- Early intervention
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of consumers
- Commitment to empowering the consumer
- Encouragement of personal growth and development toward recovery and wellness

*A commitment to principles of access and equity includes:*

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

*Cultural and linguistic differences may include:*

- Different cultural and social contexts
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds
- Social variables such as social attitudes to mental illness

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:* Work or model of work demonstrates an understanding of underpinning values and philosophies in the mental health sector

*Interdependent assessment of units:* Nil

*Essential knowledge:*

- Impact of stigma
- Facts/myths about mental illness and psychiatric disability
- Principles of disability
- Principles of community delivered service provision
- Importance of consumer input
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include
  - Mental Health Acts
  - Privacy Act
  - Equal Employment Opportunity principles
  - Community treatment orders
  - Community counselling orders
  - Guardianship Board
  - Freedom of Information Act
  - Individual rights
  - United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care
  - National Mental Health Policy and Plan
  - National Mental Health Service Standards
  - Disability Services/Discrimination Acts and standards



## EVIDENCE GUIDE

- Involuntary and voluntary admission to hospital
- National standards for mental health services
- Historical and social context
- Political and economic context
- Current issues facing clients and existing services to address their needs and rights
- Understanding of regulations and guidelines governing the handling of medication
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Major psychiatric illnesses
- Early intervention
- Legal system
  - Courts
  - Police powers
  - Court reports
  - Tribunals
  - Parole
  - Community treatment orders
- Indigenous Australian culture
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self harm

*Resource implications:* Access to a workplace or simulated workplace where assessment may occur

*Consistency in performance:* Consistency in performance should consider the requirements of the particular workplace context

*Context of assessment:* This unit is best assessed on the job or in a simulated workplace under the normal range of conditions



## **UNIT CHCMH4C Provide non-clinical services to people with mental health issues**

### **Unit Descriptor**

This unit relates to collaboratively assessing needs, providing a range of services to meet needs, reviewing progress and evaluating the work undertaken with clients with mental health issues.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1 Assess the needs and issues of clients               | <ul style="list-style-type: none"><li>1.1 Reasons for seeking help are identified</li><li>1.2 Current needs are identified and documented</li><li>1.3 The client's abilities to address their own needs are identified</li><li>1.4 Organisational policy and procedures in relation to records, confidentiality and privacy are explained</li><li>1.5 Records of the person are maintained in accordance with organisational standards and procedures</li></ul>   |
| 2 Establish goals of service provision with the client | <ul style="list-style-type: none"><li>2.1 Appropriate communication and relationship building processes are used to identify service provision goals</li><li>2.2 Issues to be addressed through services provision are identified and prioritised</li><li>2.3 Goals identified in relation to needs of the person are documented and in accordance with organisational procedures, as appropriate</li><li>2.4 Goals are shared with client's consent where appropriate</li></ul>  |
| 3 Provide non-clinical services to meet client needs   | <ul style="list-style-type: none"><li>3.1 Strategies to address the impact of mental illness and/or psychiatric disability incorporating the knowledge, skills and abilities of the person are identified</li><li>3.2 The use of other appropriate strategies, services and resources are facilitated by the worker</li><li>3.3 Short and long term strategies are negotiated as appropriate</li><li>3.4 Services are provided in manner which supports and encourages independence</li><li>3.5 Records of service provision related to the goals and strategies agreed are maintained in accordance with organisational procedures and policy</li><li>3.6 Provide referrals as appropriate</li></ul> |

| <b>ELEMENT</b>                    | <b>PERFORMANCE CRITERIA</b>   |
|-----------------------------------|---|
| 4 Review progress with the client | <p>4.1 Progress is regularly discussed with the client</p> <p>4.2 Revised goals and strategies are negotiated</p> <p>4.3 Exit from the service or program is negotiated with the person and support provided in accordance with organisational policies and available resources</p> <p>4.4 Outcomes are discussed with client and appropriate persons inside or outside the organisation and are documented in accordance with organisational policies and procedures</p> <p>4.5 Confidentiality is maintained in accordance with agency/organisational guidelines and relevant legislation</p> |
| 5. Use self protection strategies | <p>5.1 Conflict resolution and negotiation are used as appropriate</p> <p>5.2 Appropriate action is taken to ensure safety of self and others</p> <p>5.3 Limits of own abilities are acknowledged and referral made as appropriate in accordance with organisational policies and available resources</p> <p>5.4 Emergency assistance is sought as required</p>   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Identification of reasons for seeking help may be assisted by:*

- The client
- Carers
- Colleagues
- Information from other services

*Needs may include:*

- Physical disability
- Intellectual disability
- Problematic alcohol and other drugs use
- Psychosocial
- Employment
- Related to grief and loss
- Emotional
- Financial
- Legal
- Spiritual
- Social
- Cultural

*Appropriate communication and relationship building processes may include:*

- Engagement
- Empathy
- Non judgemental manner
- Listening to the person
- Treating the person as an individual
- Rapport building
- Respect
- Hope

*Goals are shared within the bounds of confidentiality with people such as:*

- Case managers
- Other staff
- Carers
- Consumers
- Family members
- Other services

## RANGE STATEMENT

*Services provided take into account:*

- Available resources
- Contingency plans

*Other services and resources may include:*

- Carer groups
- Consumer groups
- Accommodation
- Legal
- Day support
- Employment
- Skill development service eg. Life or living skills
- Spiritual support
- Psychosocial rehabilitation
- Other disability support services
- Consumer consultants
- Pre-vocational
- Leisure
- Creative activities
- Recreation
- Education
- Social activities
- Aboriginal health services
- Drug and alcohol
- Advocacy
- Respite
- Pharmacies
- Financial
- Supportive counselling in response to crisis situations
- Interpreter
- Family violence & sexual assault services
- Accommodation

*Strategies may include assistance with:*

- Self help groups
- Accommodation
- Employment
- Legal matters
- Recreation

## RANGE STATEMENT

- Daily living skills
- Creative activities
- Social skills
- Relationships

*Records of service provision may include:*

- Individual service plans
- Initial contact forms
- Comprehensive assessment and service plan
- Individual program plans
- Evaluation forms

*Emergency assistance may be sought from:*

- Own organisation staff
- Other community organisation staff
- Clinical mental health services
- Other agencies
- Hospitals
- Ambulance
- Police
- Consumer consultants
- Transcultural consultants

## EVIDENCE GUIDE:

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

### *Critical aspects of assessment:*

- Identifying the needs and providing services to a range of clients with mental health issues
- Effective collaboration with other workers and relevant services

### *Essential knowledge:*

- Language of the mental health sector
- Signs and symptoms of common mental illness
- Common medications for the treatment of mental illness and/or psychiatric disability and their side effects
- Principles and practice of psychosocial rehabilitation
- Difference between mental illness and psychiatric disability
- Early intervention
- Impact of mental illness and/or psychiatric disability on: self esteem, motivation, daily living skills and relationships
- A range of clinical treatment and support services available locally
- Client centredness
- Rights and responsibilities of workers and clients
- Understanding of complex ethical issues
- Principles and practices of duty of care
- Recovery
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self harm
- Knowledge specific to the following areas:
  - Working with clients with alcohol and other drugs issues
  - Working with women



## EVIDENCE GUIDE:

- Working with men
  - Working with children and young people
  - Working with aged clients
  - Working with corrective services clients
  - Working with Aboriginal And Torres Strait Islander clients
  - Community education
- Communication
- Negotiation
- Questioning
- Active listening
- Interpretation of verbal and non verbal communication
- Liaison
- Referral including identification of circumstances in which referral to a health professional is appropriate
- Supportive counselling
- Conflict resolution
- Mediation
- Crisis situation responses
- Protective intervention
- Advocacy
- Networking and liaison
- Identification of support structures
- Awareness of self and the impact of self on relationships
- Ability to reflect on the dynamics of relationships
- Confidentiality
- Report writing
- Resolving aggression, including:
  - Negotiation
  - Workplace safety
  - Debriefing

### *Resource implications:*

Access to a workplace or a simulated environment where assessment may occur

**EVIDENCE GUIDE:**

*Consistency in performance:* Consistency in performance should consider the range of services provided to clients in the workplace

*Context of assessment:* This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

## **UNIT CHCMH7A    Provide, with consumers, support and interventions to meet the needs of carers and families**

### **Unit Descriptor**

This unit applies to skilled workers who work with a range of consumer issues and consumer groups. These workers work cooperatively with consumers in the provision of ongoing support and intervention with clients with mental health issues drawing on a range of models and techniques supported by evidence. These workers work under the broad direction of others with minimal supervision.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 1. Identify and address the needs of families and carers of consumer                       | <p>1.1 Explore needs of families and carers to identify possible support</p> <p>1.2 Apply family and community work skills to families and carers of consumers of mental health services</p> <p>1.3 Identify and respond to needs of consumers with complex needs</p> <p>1.4 Explore potential legal and forensic issues impacting on the consumer, their families and carers</p> <p>1.5 Work with health and other services providing support, intervention and treatment</p> <p>1.6 Apply strategies to support children of parents with mental illness</p> <p>1.7 Integrate and apply advanced generic advanced counselling and support competencies to clients affected by mental illness</p> <p>1.8 Implement a range of models of rehabilitation for consumers of mental health services</p> |
| 2. Work with consumers and consumer networks to support needs of those with mental illness | <p>2.1 Consult with consumer to clarify consumer role in service provision</p> <p>2.2 Work with consumer representative/organisation to confirm complementary roles in service provision</p> <p>2.3 Strategies to prevent relapse</p> <p>2.4 Apply principles of Prevention, Promotion and early intervention</p> <p>2.5 Consult with other services to support their delivery of mental health services and support</p>   |

## RANGE STATEMENT

*Complex needs might include consumers with*

- Legal issues
- Physical health problems
- Other emotional issues
- Alcohol and other drug issues

*Health and other services might include but not confined to:*

- Carer groups
- Support groups
- Schools
- Community health services
- Other community support services
- Clinical mental health services
- Aboriginal Health Services
- Employment services
- Other disability services
- Police services
- Alcohol and other drug services
- Income support services
- Recreations services

*Models of rehabilitation might include, but not limited to:*

- Prevention services
- Psychosocial rehabilitation
- Employment support
- Educational support
- Housing
- Activities of daily living
- Social skills training
- Cognitive remediation

*Relapse prevention strategies could include:*

- Trigger identification and response
- Consumer support groups
- Stress management
- Medication reviews
- Monitoring
- Identifying community resources
- Goal setting, problem solving

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Include consumers in the identification, planning and implementation of support services
- Consider the principles of Prevention, Promotion and early intervention in all aspect of work
- Select and apply models of rehabilitation and support where indicated

### *Essential knowledge:*

- Impact of own values and attitudes
- An awareness and understanding of personal and social values
- Knowledge of role boundaries
- Knowledge of community organisation's and resources
- Models and practice in rehabilitation for those with mental illness
- Predisposing factors to mental illness
- Relapse prevention
- Skills for supporting children and young people
- Family work including approaches to prevention, promotion and early intervention
- Group Work
- Children at risk issues
- Family work
- Work in Shared care contexts
- Knowledge specific to a range of contexts:
  - Young people
  - ATSI
  - Coerced clients and clients; with a forensic history

### *Essential skills:*

- Ability to describe own attitudes and values
- Role boundaries setting
- Early intervention skills
- Group and family interviewing
- Group and family support
- The skill to create a positive learning environment and practice basic group work skills
- Working with cultural diversity
- Children at risk
- Work in Shared care contexts

## EVIDENCE GUIDE

- Full range of communication techniques including:
  - Reflective listening, respectful responding, development of empathy and rapport and other basic counselling skills
  - Facilitating conflict resolution through application of a range of strategies
  - Techniques to seek agreement between parties
  - Active listening if culturally appropriate, recognition of non verbal triggers
  - Feedback
  - Interpretation
  - Negotiation
  - Establishing empathy
  - Skills in working with clients in crisis

*Resource implications:*

Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

*Consistency in performance:*

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Context for assessment:*

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## **UNIT CHCMH8A Provide interventions to meet the needs of consumers with mental health and AOD issues**

### **Unit Descriptor**

This unit applies to workers who provide immediate and ongoing support and intervention with consumers with co-existing mental health and alcohol and other drugs issues drawing on a range of models and techniques supported by evidence.

In this unit “Dual Diagnosis clients” means consumers with “mental health and AOD” diagnoses.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| 1. Support consumers with a dual diagnosis  | <ul style="list-style-type: none"><li>1.1 Consumers who may have co-existing mental health and AOD issues are identified</li><li>1.2 The impact and nature of co-existing conditions on individual consumers including their social and legal status is assessed</li><li>1.3 Models of rehabilitation for dual diagnosis consumers are implemented and supported</li></ul> |
| 2. Identify, liaise with and support available services to address co-existing morbidity issues | <ul style="list-style-type: none"><li>2.1 Own service provision and agency interventions that address co-morbidity are identified and applied</li><li>2.2 Other available services are supported to address consumer with dual diagnosis</li><li>2.3 Services commonly accessed by dual diagnosis clients are directly supported to improve practice</li></ul>             |

## RANGE STATEMENT

*Dual Diagnosis clients means:* Consumers with co-existing mental health and AOD diagnoses

*Working with Consumers will be carried out within requirements established by:*

- Relevant legislation and statutory requirements
- International conventions relating to the rights of individuals
- Organisational policy and codes of conduct
- Relevant program standards
- Professional association codes of conduct and ethical and ethical positions



## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Working cooperatively with clients/significant others to achieve behavioural life skills changes
- Working with individuals in a range of settings to achieve maximum outcomes

### *Essential knowledge:*

- Holistic care – health, social, legal
- Predisposing factors to mental illness and indicators of pathology ie. Substance use, mental health
- Legal Issues
- support models of rehabilitation
- Interventions appropriate to co-morbidity
- Counselling models/practices including basic knowledge of theories supporting counselling process
- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available
- Organisational procedures and program standards
- Cultural protocols, taboos and language systems
- Facilitation model/practices
- Statutory mandate and responsibilities
- Human development and understanding of life stages
- Behaviour change models/practices
- Stress indicators
- Evidence-based practice including National Mental Health Practice Standards

### *Essential skills:*

- Crisis intervention
- Demonstration of empathy
- Relationship building
- Counselling including
  - Counselling context, process and goals
  - Establishing a trusting relationship
  - Information gathering

## EVIDENCE GUIDE

- Reflective listening, respectful responding, development of empathy and rapport
- Human life stage development
- Communication
- Negotiation
- Managing groups
- Stress management
- Assertion
- Conflict management
- Influencing skills
- Training and education

*Resource implications:*

Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

*Consistency in performance:*

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Context for assessment:*

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## UNIT CHCNET1C Participate in networks

### Unit Descriptor

Participating in a network in order to gather information, forge links with other workers and services and to promote activities.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Identify and select appropriate networks | 1.1 Networking needs are identified and prioritised in order to enable the organisation and the worker to optimise client service delivery                          |
|   | 1.2 Networks relevant to the work role, the organisations priorities and its target groups are identified and prioritised   |
| 2. Make effective use of relevant networks  | 2.1 Contributions appropriate to the network are provided within the principles and resource constraints of the worker and the organisation                         |
|   | 2.2 Information and other support which can be provided by the network are identified and sought to optimise, and support collaboration on, client service delivery |
|   | 2.3 Knowledge of the values, beliefs and perspectives of network participants is used to inform communication within the network                                    |
|   | 2.4 Appropriate confidentiality measures are implemented to protect the client, the organisation and the network  |
|   | 2.5 Ongoing participation in networks is monitored against the benefits to the worker, organisation and client group  |
|   | 2.6 Outcomes in networks are reported to the worker's own organisation and other stakeholders where appropriate   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Networks may be informal and include:*

- Other workers, particularly those in the community services industry
- Trainers, teachers and academics
- Contacts in policy and funding bodies

*Networks may be formal and include:*

- Local interagency networks
- Interest and support groups
- Regional, specialist and peak associations
- Professional/occupation associations

*The purposes of networks and networking may include:*

- Learning about the role, services and resources of other organisation
- Learning about the roles and resources of other workers
- Providing advice and information about own service and organisation
- Peer support and review
- Professional development
- Maintaining coordination among organisations and workers
- Supporting joint programs or activities
- Providing information for policy development
- Supporting the interests of young people

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of evidence:*

- Participation in both formal and information network
- Participate in a network as a member not representing an organisation
- Participate in a network as a representative of the workers' own organisation

*Essential knowledge and skills:*

Oral communication skills including asking questions, listening to information, providing information. Assessors should particularly look for workers engaging in interpersonal exchanges, clarifying meaning and maintaining interaction, for the purposes of establishing, and maintaining relationships; exploring issues; and problem solving. Assessors should also look for the ability to elicit and give factual information and opinions

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one or more occasions but must include a range of network types relevant to the workplace

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## UNIT CHCNET2B Maintain effective networks

### Unit Descriptor

Establishing and maintaining formal and informal groups which directly impact on the effective operation of the organisation.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Develop cooperative working relationships and strategic alliances with other organisations | 1.1 Information about relevant services, organisations, and key people is gathered and stored so it is up to date and accessible  |
|   | 1.2 Information about own service is provided to other organisations on request, and liaison with staff from relevant organisations occurs on a formal and informal basis to optimise client service delivery |
|   | 1.3 Wherever possible, sharing of resources with other organisations to overcome duplication in service delivery is carried out   |
| 2. Represent the organisation   | 2.1 A positive image of the organisation is promoted at every available opportunity   |
|   | 2.2 Issues, policies and practices of the organisation are effectively communicated to a range of audiences in an appropriate format  |
|   | 2.3 Complaints about services are handled in accordance with the organisation's procedures  |
| 3. Maintain networks  | 3.1 Networks and other work relationships are maintained to provide identifiable benefits for clients and the organisation  |
|   | 3.2 Appropriate time and effort is applied to establishing and maintaining networks which assist achievement of work outcomes   |
|   | 3.3 Protocols for communication between network participants and services are followed including those relating to confidentiality  |
|   | 3.4 Advocacy is provided to develop working relationships between client and other organisations/agencies   |
|   | 3.5 Cultural considerations within operation of networks are identified and integrated into communication processes   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Groups to which the organisation is promoted include:*

- Internal and external clients
- Professional networks
- Managers
- Funding bodies
- Political groups
- Community groups and associations

*Networks include:*

Formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance



## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Maintaining a network of formal and informal groups relevant to the work situation
- Ability to represent organisation in both formal and informal settings in a positive manner

*Essential knowledge:*

- Approaches to networking
- Relevant organisations and services
- Funding bodies and lines of contact
- Relevant key bodies/individuals
- Marketing techniques applicable to the service or organisation
- Communication techniques
- Communication and interpersonal

*Essential skills:*

- Promotion
- Networking
- Negotiation

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be take place on one occasion but must include a range of group settings/networks

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## UNIT CHCNET3B Develop new networks

### Unit Descriptor

Setting up formal networks which will benefit the organisation and the clients.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Develop and maintain appropriate networks                                    | <ul style="list-style-type: none"><li>1.1 Organisational, professional and Individual networking needs are identified, prioritised and appropriate new networks are established as required to meet client needs and organisational objectives</li><li>1.2 Significant cultural practices, needs and traditions are incorporated into the networking strategy and its development</li><li>1.3 Strategies to develop effective new networks are implemented in consultation with key people and in accordance with organisational objectives</li><li>1.4 Information about new network is made available to other staff and others as appropriate</li><li>1.5 Processes for engaging relevant community members in collection and dissemination of information are developed and implemented as appropriate to ensure effective operation of the network</li></ul>  |
| 2. Reflect social and cultural awareness in developing and maintaining networks | <ul style="list-style-type: none"><li>2.1 Potential discrimination or culturally based obstacles to effective networks are identified and strategies to avoid them are developed and implemented</li><li>2.2 Cultural differences and diversity are valued as a resource in networks and integrated into practices, relationships and strategies wherever relevant</li><li>2.3 Where individual relationships interfere with the effective operation of networks, timely remedial action is taken in accordance with organisational procedures, to ensure maximum benefit to clients</li><li>2.4 Effectiveness and relevance of networks is regularly evaluated against organisational goals and client needs in consultation with key people, and appropriate modifications are made as necessary</li><li>2.5 Evaluation of the effectiveness of networks includes consideration of issues related to cultural expectations, client needs and organisation's philosophy</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Formal networks may include:*

- Key people
- Local organisations
- Interest and support groups
- Lobby groups
- Regional specialist and peak associations
- Advisory committees
- Associations
- Businesses
- Law enforcement agencies
- Government ministers/departments

*Networks may serve the purpose of:*

- Achieving corporate objectives
- Accessing the services and resources of other organisations
- Promotion of organisation and/or programs
- Strategic planning
- Encouraging coordination amongst organisations and workers
- Enhancing service delivery

*Networking needs may be as a result of, or leading to:*

- New government policies
- New or reviewed strategic plan
- New organisations/services starting up
- Restructuring of organisation
- Enhanced service delivery
- Funding imperatives

*Strategies for the development of new networks may include:*

- Liaison with relevant government, community, business and other representatives
- Participating and managing formal network committees
- Negotiating with relevant organisations for network participation
- Liaison with other network organisations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

Networks developed meet the needs of the organisation and its clients

*Essential knowledge:*

- Power relationships within and between organisations
- The values and limitations of networks
- The dynamics of networks
- Processes of initiating and supporting community development planning
- Strategic planning
- Existing relevant networks
- Lobbying in the context of organisational protocols

*Essential skills:*

- Negotiation
- Reporting and record keeping
- Lobbying
- Dealing with diverse and/or specific cultural groups

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may take place on one occasion

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.



## UNIT CHCNET4A Work with other services

### Unit Descriptor

This unit describes the ability to liaise and facilitate linkages between all community services including specialist and generalist services in the community to ensure support of people in need.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Identify and maintain links with relevant services  | 1.1 Information on relevant services is gathered and stored as appropriate   |
|  | 1.2 Active participation in relevant networks is maintained  |
|  | 1.3 Information on the organisation's range of services is maintained  |
| 2. Provide relevant information to services  | 2.1 Respond to information requests from other organisations as appropriate  |
|  | 2.2 Information and resources are provided to support community groups as appropriate  |
|  | 2.3 Materials and resources provided are relevant and current  |
|  | 2.4 Feedback on the materials and resources is sought and used to develop future materials and resources                         |
| 3. Work with and support community services organisations to deliver appropriate services to people in need. | 3.1 Type and level of support to be provided are defined and negotiated with the organisation                                    |
|  | 3.2 Support and contact with people referred is maintained as appropriate  |
|  | 3.3 Information is provided to services in line with organisational confidentiality, consent and privacy policies and procedures |
|  | 3.4 Longer term plans to assist services to operate self-sufficiently are developed and negotiated                               |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Links may be:*

- Referral to and from other services
- Telephone contact
- Worker networks
- Informal contacts
- Case conferences
- Inter agency meetings
- Community consultative committees
- Joint projects

*Relevant services may include:*

- Consumer groups
- Commercial enterprises such as real estate agents, and financial institutions
- Community services departments
- Aboriginal and Torres Strait Islander services
- Employment services
- Community based disability support services
- Income support services
- Accommodation services
- Services specific to the person's needs
- Transcultural
- Religious organisations
- Judicial
- Correctional
- Police
- Emergency services

*Information may include:*

- Pamphlets
- List of all relevant services
- Information on own agency

*Support may include:*

- Visits
- Consultations
- Joint initiatives



## RANGE STATEMENT

- Participation in case conferences
- Telephone advice
- Provision of staff development and training
- Exchanging of reports
- Community education

*Policies and procedures may include:*

Referral protocols

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:* Facilitating effective working relationships within community services and within the general community

*Essential knowledge:*

- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

*Essential skills:*

- Questioning
- Active listening
- Verbal and non verbal communication
- Referral
- Participating and conducting interagency meetings
- Promotion
- Negotiation
- Liaison and networking
- Recognising own limitations and agency boundaries
- Developing and providing information about community services

*Resource implications:*

- Access to appropriate workplace where assessment can take place; or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:* Consistency in performance should consider the community services networking and liaison requirements within the workplace

## EVIDENCE GUIDE

*Context for assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions



## **UNIT CHCOHS201A      Follow OHS procedures**

### **Unit Descriptor**

On completion of this unit, the worker will be able to recognise hazards at the workplace as well as follow workplace health and safety instructions and procedures. These instructions and procedures relate to the work being undertaken by the worker and is not related to supervision of other workers. The worker will be aware of the importance of maintaining their health and safety as well as the health and safety of others in the workplace. The worker will also be capable of dealing with emergencies within the worker's scope of responsibility and under the direction/with support of the supervisor.

### **Prerequisites**

This unit does not require OHS related knowledge but does require knowledge of the organisational instructions and procedures.

| <b>ELEMENT</b>                           | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 1. Recognise hazards.                    | 1.1 Describe hazards in the workplace<br>1.2 Describe causes of such hazards<br>1.3 Recognise hazards encountered in their work  |
| 2. Follow procedures for hazard control. | 2.1 Describe employee/employer responsibilities in hazard control<br>2.2 Follow workplace procedures and work instructions for dealing with hazards, within the scope of responsibilities and competencies<br>2.3 Predict the consequences should workplace procedures not be followed<br>2.4 Describe the organisational consequences of failing to follow these procedures and instructions. |
| 3. Report hazards and other OHS issues.  | 3.1 Report hazards to appropriate people in accordance with workplace procedures.  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Definition of hazard:*

A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity. Hazards arise, for example, from workplace environment; use of equipment; poor work design; inappropriate systems, procedures and /or human behaviour. Sources of energy such as electricity, hazardous substances, hot objects and moving equipment are all hazards.

*Examples of workplace hazards may be:*

- Manual handling of heavy objects and people (eg: equipment, machinery, beds, cartons, boxes and/or clients who require support for their mobility, restraining clients and pushing and pulling activities such as moving trolleys)
- Postural issues related to tasks such as showering, feeding, working with computers, etc.
- Equipment including suitability for purpose and fitness for use
- Work-related stress
- Biological hazards including body fluids; (contaminated food; soiled clothing and linen; clinical waste; syringes and other 'sharps'; etc)
- Personal threat by (eg through aggressive behaviour of) clients and/or visitors
- Chemicals (eg: toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals)
- Fire
- Work-related environment (eg underfoot, lighting, space, noise, air quality, furniture and fittings, car parking etc)
- Electrical hazards related to use of equipment, faulty wiring
- Work organisational issues such a shift work or irregular hours/on call

## RANGE STATEMENT

|   |  |
|---|--|
| <i>Legislative requirements</i>   | <ul style="list-style-type: none"><li>• Workplace procedures and requirements will be influenced by different legislation in different states.</li></ul>   |
| <i>Procedures for hazard control may include:</i>   | <ul style="list-style-type: none"><li>• Hazard and incident reporting procedures</li><li>• Job procedures</li><li>• Issue resolution procedures</li><li>• Risk control procedures</li><li>• Emergency procedures</li></ul>   |
| <i>Procedures and instructions may be:</i>  | <ul style="list-style-type: none"><li>• Verbal</li><li>• Written</li><li>• In English</li><li>• In a community language</li><li>• Provided visually eg. video, OHS signs, symbols and other pictorial presentation, etc.</li></ul>   |
| <i>Designated personnel for OHS referrals may be:</i>   | <ul style="list-style-type: none"><li>• Employer</li><li>• Supervisor</li><li>• OHS nominee</li><li>• Elected OHS representative/employee representative</li><li>• Chairperson OHS committee</li><li>• Other personnel with OHS responsibilities</li></ul>   |
| <i>Examples of OHS issues which may be raised by workers with designated personnel may include:</i> | <ul style="list-style-type: none"><li>• Hazards identified</li><li>• Problems encountered in managing risks associated with hazard</li><li>• Clarification on understanding of OHS policies and procedures</li><li>• Communication and consultation processes</li><li>• Follow up to reports and feedback</li><li>• Effectiveness of risk controls in place</li><li>• Training needs</li></ul> |
| <i>Reports identifying workplace hazards may be verbal or written and may include:</i>              | <ul style="list-style-type: none"><li>• Face to face</li><li>• Phone messages</li><li>• Notes</li><li>• Memos</li><li>• Specially designed report forms</li></ul>  |

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal prior learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment.

*Concurrent assessment and relationship with other units:*

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency eg teamwork and communication units.

*Critical aspects of assessment must include:*

- Ability to work safely, and follow the organisation's OHS policies and procedures
- Ability to identify, report and manage (within their level of control) hazards

*Other assessment advice – essential knowledge required includes:*

- Knowledge of employee responsibilities under the OHS Act for their state
- Knowledge of employee responsibilities under the organisational policies and procedures for hazard control
- Knowledge of designated person for reporting OHS concerns
- Understanding the meaning of OHS signs and



## EVIDENCE GUIDE

symbols relevant to their area of work

- Knowledge of hazards commonly encountered in their area of work.
- Hazards in the workplace both indoors and outdoors
- Location and use of safety equipment including fire extinguishers, emergency units and alarms
- Relevant workplace procedures
- Hazards in the workplace and the risks of certain, layouts/features and also behaviours of clients, visitors and staff
- *This is just an example of workplace procedures and should not be singled out*
- Knowledge of organisational policies and procedures
- Rights and duties of employees and employers regarding OHS
- Reporting mechanisms required for workplace hazard, incident, and injury

*Other assessment advice – essential skills required include:*

Competence must be demonstrated:

- In recognising potential situations that require action and then
- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:
  - Hazard management policies and procedures
  - Job procedures and work instruction
  - Procedures for the use of personal protective clothing, equipment and/or duress alarms.
  - Emergency, fire and incident procedures
- Recognition and reporting of workplace hazards
- Implementation of work processes and practices to prevent or minimise risk
- Application of safe work practices
- Correct use of equipment according to organisational instructions
- Awareness that OHS issues are regulated by

## EVIDENCE GUIDE

State/Territory acts, regulations, codes of practice and industry standards

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.

Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.

- The level of skill may range from the ability to understand symbols in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling hazardous materials.
- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.
- Literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual.
- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

### *Resource implications:*

Assessment will require access to:

- Workplace health and safety policies and procedures
- Other related policies and procedures
- OHS signs and symbols
- Duties statements and/or job descriptions
- Appropriate equipment, etc
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and

## EVIDENCE GUIDE

understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions.

- Within the limits of worker and client safety, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

### *Context of assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems. Assessment may be conducted on more than one occasion to cover a variety of situations.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.



## **UNIT CHCOHS301A      Participate in workplace safety procedures**

### **Unit Descriptor**

On completion of this unit, the worker will be able to identify occupational health and safety hazards, and assess risk, as well as follow instructions and procedures in the workplace with minimal supervision. The worker will also be capable of participating and contributing to OHS management issues.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 1. Identify hazards and assess risk.                  | 1.1 Identify hazards in the work area and during the performance of workplace duties.<br>1.2 Assess level of risk <sup>1</sup> .  |
| 2. Follow procedures and strategies for risk control. | 2.1 Report hazards in the work area to designated personnel according to workplace procedures<br>2.2 Follow workplace procedures and work instructions for assessing and controlling risks with minimal supervision.<br>2.3 Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with hazards and incidents, fire and/or other emergencies.   |
| 3. Contribute to OHS in the workplace.                | 3.1 Describe employee rights regarding consultation on OHS matters<br>3.2 Raise task and/or job specific OHS issues with appropriate people in accordance with workplace procedures and relevant OHS legislative requirements<br>3.3 Contribute to participative arrangements for OHS management in the workplace within organisational procedures and the scope of responsibilities and competencies<br>3.4 Provide feedback to supervisor on hazards in work area in line with organisational OHS policies and procedures<br>3.5 Provide support in implementing procedures to control risks in accordance with organisational procedures |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

### *Legislative arrangements*

- The legislative requirements for OHS consultation and participation vary in different states and the requirements of the particular state should be reflected in the training and assessment processes

### *Relevant organisational procedures for managing risks include:*

- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting and investigation, workplace inspections, maintenance etc
- Communication, consultation and issue resolution procedures
- Human resources management procedures such as grievance procedures, induction programs, team meetings, management of performance levels
- Job procedures and work instructions
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Other related procedures including waste management, security

### *Work instructions may be:*

- Verbal
- Written
- In English
- In a community language
- Provided visually eg. video, OHS signs, symbols and other pictorial presentation, etc.

### *Designated personnel for OHS referrals may be:*

- Employer
- Supervisor
- OHS nominee
- Elected OHS representative/employee representative

## RANGE STATEMENT

- Chairperson OHS committee
- Other personnel with OHS responsibilities

*Examples of OHS issues which may need to be raised by workers with designated personnel may include:*

- Hazards identified
- Problems encountered in managing risks associated with hazards
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes
- Follow up on reports and feedback.
- Effectiveness of risk controls in place
- Training needs

*Examples of contributions may include:*

- Recommendations on changes to work processes, equipment or practices
- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

*Examples of participative arrangements may include:*

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

## RANGE STATEMENT

*Controlling risks in the work area may include:*

Application of the hierarchy of control, namely:

- Eliminate the risk
- Reduce/minimise the risk through
- Engineering controls
- Administrative controls
- Personal protective equipment

*Reports identifying workplace hazards may be verbal or written and may include:*

- Face to face
- Phone messages
- Notes
- Memos
- Specially designed report forms

*Definition of risk includes:*

Likelihood of occurrence and severity. Workers need to have basic concept of likelihood of occurrence and consequences (severity) of injury only. They are not required to use risk assessment tools.



## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Ability to work safely, and follow the organisation's OHS policies and procedures
- Ability to identify, report and manage (within the limits of their control) hazards and other OHS issues
- Ability to participate on consultative processes

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal prior learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment.

*Concurrent assessment and relationship with other units:*

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency eg teamwork and communication units.

*Essential Knowledge required includes:*

- Knowledge and understanding is required of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation. This includes general awareness of hazards that occur in the relevant sector – refer to *Definition of hazard*, *Examples of workplace hazards* and *Most likely hazards by sectors* under the Range Statement in Unit CHCOHS201A Follow OHS procedures, for additional information.

## EVIDENCE GUIDE

- Knowledge of the rights and responsibilities of employees and employers under the relevant state OHS legislation including the right of employees to refuse to work that has a risk of harm or immediate serious injury
- Workers must exercise their duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards.
- Workers do not need to be able to use specific risk assessment tools. They shall however understand basic concepts of likelihood of occurrence and consequences (severity) of injury.

Competence includes the ability to:

- Apply and describe procedures for:
  - Recognising hazards in the workplace
  - Reporting hazards identified using documented organisational processes
- Understand the meaning of OHS signs and symbols relevant to the work area
- Communicate OHS issues to designated personnel
- Locate and follow OHS procedures
- Use standard equipment
- Solve problems.

*Essential Skills required include:*

Competence must be demonstrated:

- In recognising potential situations that require action and then
- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:
  - Hazard management policies and procedures
  - Job procedures and work instruction
  - Procedures for the use of personal protective clothing, equipment and/or duress alarms.
  - Emergency, fire and incident procedures
- Recognition and reporting of workplace hazards

## EVIDENCE GUIDE

- Implementation of work processes and practices to prevent or minimise risk
- Application of safe work practices
- Correct use of equipment according to organisational instructions
- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards
- These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.
- Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.
- The level of skill may range from understanding symbols in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling hazardous materials.
- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.
- Literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual.
- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

## EVIDENCE GUIDE

### *Resource implications:*

Assessment will require access to:

- Workplace health and safety policies and procedures
- Other related policies and procedures
- Duties statements and/or job descriptions
- Appropriate equipment
- OHS signs and symbols, etc
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions.
- Within the limits of employee, client and public safety, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

### *Context of assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems. Assessment may be conducted on more than one occasion to cover a variety of situations.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (eg in transit, home visits, telephone counselling, etc). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.

## **UNIT CHCOHS302A      Participate in safety procedures for direct care work**

### **Unit Descriptor**

Specifically designed to cater for workers who deliver aged care or disabilities services, this is an alternative unit to CHCOHS301A Participate in workplace safety procedures.

On completion of this unit, the worker in these particular sectors will be able to accurately identify the major occupational health and safety hazards, manual handling, together with other hazards that may include dealing with aggressive behaviours, stress, etc. The worker will also be able to assess related risk as well as follow instructions and procedures with minimal supervision and support. The worker will also be capable of participating and contributing to OHS management issues.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| 1. Identify manual handling hazards, assess related risk and follow risk minimisation procedures.                                     | <ul style="list-style-type: none"><li>1.1 Identify manual handling hazards.</li><li>1.2 Assess the risk using the tools described in the Manual Handling Code of practice for their state.</li><li>1.3 Apply recognised control measures for manual handling risk.</li><li>1.4 Follow established manual handling procedures and work instructions for minimising manual handling risk.</li></ul>            |
| 2. Identify sources of risks to personal safety, assess the level of risk and follow risk minimisation procedures                     | <ul style="list-style-type: none"><li>2.1 Identify sources of threat to personal safety and assess level of risk</li><li>2.2 Identify environments, situations and client-related risk factors that have a risk of personal threat</li><li>2.3 Apply practical strategies and enterprise procedures to minimise risk</li></ul>   |
| 3. Identify sources of infection and apply industry accepted practice to minimise risk of infection to themselves, clients and others | <ul style="list-style-type: none"><li>3.1 Identify risks of infection</li><li>3.2 Apply standard infection control procedures as part of their work routine</li><li>3.3 Recognise situations when additional infection control procedures are required</li><li>3.4 Apply additional infection control procedures as part of their work</li><li>3.5 Identify other sources of infection for workers</li></ul> |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 4. Identify other hazards and assess risk.           | <ul style="list-style-type: none"><li>4.1 Identify other hazards in the work area during the performance of duties..</li><li>4.2 Assess level of risk</li></ul>  |
| 5. Follow procedures and strategies for risk control | <ul style="list-style-type: none"><li>5.1 Report hazards in the work area to designated personnel according to workplace procedures</li><li>5.2 Follow accurately workplace procedures and work instructions for controlling risks with minimal supervision.</li><li>5.3 Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with incidents, fire and/or hazardous events.</li></ul>  |
| 6. Contribute to OHS in the workplace.               | <ul style="list-style-type: none"><li>6.1 Describe employee rights and employer obligations regarding consultation on OHS matters</li><li>6.2 Raise task and/or job specific OHS issues with appropriate people in accordance with workplace procedures and relevant OHS legislative requirements</li><li>6.3 Contribute to participative arrangements for OHS management in the workplace within organisational procedures and the scope of responsibilities and competencies</li><li>6.4 Provide feedback to supervisor on hazards in work area in line with organisational OHS policies and procedures</li><li>6.5 Provide support in implementing procedures to control risks in accordance with organisational procedures</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Definition of hazard:*

A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity. Hazards arise, for example, from workplace environment; use of plant for example and equipment; poor work design; inappropriate systems, procedures and/or human behaviour.

*Legislative arrangements*

The legislative requirements for manual handling and for OHS consultation and participation vary in different states and the requirements of the particular state should be reflected in the training and assessment processes

*Examples of manual handling hazards in the aged care and disabilities sectors*

- Lifting tasks such as moving a person in bed, assisting to stand, transfer to chair or wheelchair, lifting objects
- Pushing pulling tasks such as pushing trolleys, wheel chairs, shower chairs, dressing clients
- Carrying trays and other items
- Reaching and postural tasks such as feeding a person, showering
- Restraining tasks

*The risk factors for manual handling are influenced by:*

- Postures adopted
- Movement undertaken
- Forces exerted
- Environmental conditions such as underfoot conditions, lighting, heat
- Duration and frequency of the task
- In people-handling the risk is also affected by the:
  - Ability of client to support/control part/whole of the body
  - Predictability in movement or behaviour
  - Resistive or aggressive behaviour
  - Pain levels
  - Ability to follow instructions
  - Any equipment attached to the client eg (catheters, IV's etc)
  - Client clothing
-

## RANGE STATEMENT

*Sources of threat to personal safety:*

- Personal threats may arise from clients, client family or the public
- Threat environments may be in the access to work (eg car parking arrangements, access to the home for home care workers), in carrying out their work (interaction with the client, dissatisfied/stressed relatives, inappropriate behaviour of relatives)
- Situations with a higher risk of threat and client related factors may be identified from incident reports, care plans, case management meetings

*Examples of workplace hazards in the aged care and disabilities sectors other (than manual handling) may include:*

- Equipment including suitability for purpose and fitness for use
- Work-related stress
- Biological hazards including body fluids; contaminated food; soiled clothing and linen; clinical waste; syringes and other 'sharps'; etc
- Personal threat by (eg through aggressive behaviour of) clients and/or visitors
- Chemicals (eg: toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals)
- Work-related environment (eg underfoot, lighting, space, noise, air quality, furniture/fittings, car parking etc)
- Electrical hazards related to use of equipment, faulty wiring
- Work organisational issues such as shift work or irregular hours/on call

*Relevant organisational procedures for managing risks, including those related to manual handling may be:*

- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting (including follow up to sharps incidents) and investigation, workplace inspections, maintenance etc
- Client assessment documents and care plans
- Strategies for reducing the amount of manual handling required and manual handling risk
- Restraint policies
- Communication, consultation and issue resolution procedures



## RANGE STATEMENT

- Human resources management procedures such as harassment and grievance procedures, induction programs, team meetings, management of performance levels
- Job procedures and work instructions
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Other related procedures including waste management, security

*Work instructions may be:*

- Verbal
- Written
- In English
- In a community language
- Provided visually eg. video, OHS signs, symbols and other pictorial presentation, etc.
- Work instructions include care plans and there should be an awareness of their role in risk management especially in risks associated with manual handling and client aggression.

*Designated personnel for OHS referrals may be:*

- Employer
- Supervisor
- OHS nominee
- OHS Committee chairperson
- Elected OHS representative/employee representative
- Other personnel with OHS responsibilities

*Examples of OHS issues which may be raised by workers with designated personnel may include:*

- Hazards identified
- OHS impact of the changing condition of clients
- Problems encountered in managing risks associated with hazards, in particular, manual handling (eg availability and appropriateness of handling and mobility equipment) and client aggression (effectiveness of strategies)
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes, including carer input to care plans
- Follow up to reports and feedback
- Effectiveness of risk controls in place
- Training needs

## RANGE STATEMENT

*Examples of contributions may include:*

- Recommendations on changes to work processes, equipment or practices
- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Attendance at meetings
- Input to care plans
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

*Examples of participative arrangements may include:*

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Team meeting and case management meetings
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

*Controlling risks in the work area may include:*

Application of the hierarchy of control, namely:

- Eliminate the risk
- Reduce/minimise the risk through
  - Engineering controls
  - Administrative controls including training
  - Personal protective equipment

*Controlling manual handling risks in the work area may include*

- Minimising amount of handling
- Provision of equipment
- Changes to workplace layout
- Changes to work organisation or work practices
- Changes to the load or client
- Task-specific training

## **RANGE STATEMENT**

*Reports identifying workplace hazards may be verbal or written and may include:*

- Face to face
- Phone messages
- Notes
- Memos
- Specially designed report forms

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Ability to identify manual handling risk and modify work practices appropriately
- Ability to use relevant equipment to reduce risk of manual handling
- Ability to identify risks to personal safety and apply accepted practices to minimise risk
- Ability to demonstrate standard infection control procedures
- Ability to work safely, and follow the enterprise's OHS policies and procedures
- Ability to identify, report and manage (within the limits of their control) hazards

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal prior learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment
- Assessment of manual handling performance criteria 1.3 and 1.4 must have a practical component that enables assessment of the physical capability and motor skills to meet the performance criteria

## EVIDENCE GUIDE

*Concurrent assessment and relationship with other units:*

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency

*Other assessment advice – essential knowledge required includes:*

- Knowledge and understanding is required of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation. This includes specific awareness of manual handling hazards as well as general awareness of other hazards that occur in the sector.
- Workers must exercise their duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards.
- With the exception of manual handling, workers do not need to be able to use specific risk assessment tools. They shall however understand basic concepts of likelihood of occurrence and consequences (severity) of injury.

Competence includes the ability to:

- Access and use appropriate equipment, including those used for manual handling.
- Apply and describe procedures for:
  - Recognising hazards, particularly with regard to manual handling, in the workplace
  - Reporting hazards identified using documented organisational processes
- Understand the meaning of OHS signs and symbols relevant to the work area
- Communicate OHS issues to designated personnel
- Locate and follow OHS procedures
- Solve problems

*Other assessment advice – essential skills required include:*

Competence must be demonstrated:

- In use of manual handling equipment commonly available in the industry sector including patient hoists, standing lifters, slide sheets and other manual handling assistive devices

## EVIDENCE GUIDE

- In the ability to use body biomechanics, as a supplement to other manual handling risk reduction strategies, to reduce the risk in routine tasks
- In the ability to identify client-related risk factors and modify their selected approach and choice of equipment to minimise risk
- Approved hand washing techniques
- In recognising potential situations that require action and then
- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:
  - Hazard management policies and procedures
  - Care plans and work instruction
  - Procedures for the use of manual handling and mobility equipment, personal protective equipment, duress and other alarms.
  - Emergency, fire and incident procedures
- Recognition and reporting of workplace hazards
- Implementation of work processes and practices to prevent or minimise risk
- Reference to and application of safe work practices
- Correct use of equipment according to organisational and manufacturer instructions
- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards
- These aspects may be best assessed using a range of practical exercises and scenarios/case studies/what ifs. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry
- Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service and to access information in care plans, read labels and workplace procedures

## EVIDENCE GUIDE

- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.
- Literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual.
- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information including to client and co-worker, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

### *Resource implications:*

Assessment will require access to:

- Client handling and mobility devices commonly used in the industry sector including patient hoists, standing lifter, wheelchair, slide sheets and other client assistive devices and mobility aids
- Recognised risk control strategies
- Appropriate equipment
- Workplace health and safety policies and procedures
- Other related policies and procedures
- Duties statements and/or job descriptions
- Sample care plans
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of practical exercises, scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions
- Within the limits of worker, client and public safety and the requirements of the competency, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

## EVIDENCE GUIDE

*Context of assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and must include demonstration of practical skills such as use of appropriate equipment. Simulations may also include the use of case studies, scenarios and role play.
- In addition to the practical skills, this unit of competency requires a body of knowledge which may be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (eg in transit, home visits, telephone counselling, etc). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.



## **UNIT CHCOHS401A      Implement and monitor OHS policies and procedures for a workplace**

### **Unit Descriptor**

On completion of this unit, the worker will be able to accurately implement and monitor defined OHS policies and procedures for a work place or area, within scope of responsibilities. The worker will also be capable of coaching the team in participating and contributing to OHS management issues. The worker will be able to perform duties as a safety committee member or a team leader in an organisation.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Explain OHS information for co-workers in team. | 1.1 Accurately and clearly explain to the work group basic requirements of OHS legislation, regulations codes of practice and relevant state and national industry standards in area of responsibility appropriate for the health and safety needs of the work group |
|  | 1.2 Provide in a readily accessible manner, information on the relevant enterprise OHS policies, procedures and programs and accurately and clearly explain them to the work group   |
|  | 1.3 Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures and accurately and clearly explain them to the work group.   |
| 2. Coach co-workers in team.                       | 2.1 Establish mutual support groups eg. buddy system to encourage effective development of individual and group competencies in OHS  |
|  | 2.2 Provide personal encouragement and assistance to team members to contribute to the management of OHS at the workplace.   |
| 3. Promote consultation and participation          | 3.1 Deal with and promptly resolve issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures   |
|  | 3.2 Provide opportunities for individuals and representatives to contribute to participative processes   |
|  | 3.3 Use feedback from individuals and teams to identify and implement improvements in the management of OHS  |
|  | 3.4 Promptly inform the work group of the outcomes of consultation over OHS issues.  |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 4. Implement and monitor enterprise procedures for identifying hazards and risk. | <ul style="list-style-type: none"><li>4.1 Implement and monitor effectiveness of processes to identify routine hazards and assess risk</li><li>4.2 Monitor adherence to work procedures and action non-compliance</li><li>4.3 Monitor existing risk control measures and report results regularly in accordance with workplace procedures</li><li>4.4 Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel</li><li>4.5 Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel.</li></ul> |
| 5. Maintain appropriate OHS records.   | <ul style="list-style-type: none"><li>5.1 Accurately and legibly complete OHS records for work area, in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of incidents, occupational injury and disease</li><li>5.2 Use aggregated information from the area's OHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies.</li></ul>  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Relevant organisational procedures will include:*

- Hazard identification policies and procedures
- Emergency, fire and accident procedures
- Infection control guidelines
- Procedures for the use of personal clothing and equipment
- Issue resolution procedures
- Job procedures and work instructions
- Waste management procedures
- Security procedures, etc

*Organisational procedures for managing risks may include:*

- Manual handling techniques
- Strategies for reducing the amount of manual handling required
- Strategies for reducing staff stress (eg rest time, breaks, debriefing meetings)
- Recognition of a hostile situation - how to deal with patients/visitors/staff who threaten
- Strategies to 'defuse' potential problems
- Code of conduct
- Reporting system

*Organisational security measures may include:*

- Locked accesses
- ID badges (appropriately designed eg only first names for workers who highly likely come into contact with aggressive people)
- Signing in and out
- Reporting any unauthorised personnel visiting after hours
- Testing door alarms, pagers, duress alarms, etc

*Workplace procedures may include:*

- Grievance procedures
- Appropriate induction programs for new staff
- Team meetings
- Debriefing procedures following crisis
- Management of performance levels
- Referrals for staff to access appropriate community services and assistance

## RANGE STATEMENT

- |  |  |
|--|--|
| <i>Work instructions may be:</i>   | <ul style="list-style-type: none"><li>• Verbal</li><li>• Written</li><li>• In English</li><li>• In a community language</li><li>• Provided visually eg. video, OHS signs, symbols and other pictorial presentation, etc.</li></ul>   |
| <i>Designated personnel for OHS referrals may be:</i>  | <ul style="list-style-type: none"><li>• Employer</li><li>• Supervisor</li><li>• OHS nominee</li><li>• Other personnel with OHS responsibilities</li></ul>  |
| <i>OHS information which may need to be translated for and conveyed to co-workers may include:</i> | <ul style="list-style-type: none"><li>• Relevant State/Territory OHS act and legislation (including AVOs and Intoxicated Persons Acts, etc), codes of practice and industry standards</li><li>• Enterprise OHS policies and procedures</li></ul>   |
| <i>OHS issues which may need to be raised with workers may include:</i>                            | <ul style="list-style-type: none"><li>• Recognition of hazards</li><li>• Problems encountered in managing risks associated with routine hazards</li><li>• Observation on hazardous incidents occurred in the workplace</li><li>• Clarification on understanding of OHS policies and procedures</li></ul> |
| <i>Reports identifying workplace hazards may be verbal or written and may include:</i>             | <ul style="list-style-type: none"><li>• Face to face</li><li>• Phone messages</li><li>• Notes</li><li>• Memos</li><li>• Specially designed report forms</li></ul>  |

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Ability to encourage and coach co-workers to work safely, and follow the organisation's OHS policies and procedures
- Ability to identify, report and manage personal and work related hazards that may include manual handling, stress and infection management, etc.

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal prior learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment.

*Concurrent assessment and relationship with other units:*

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency eg teamwork and communication units.

*Other assessment advice – essential knowledge required includes:*

- Knowledge and understanding is required of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation. This includes acute awareness of all hazards that occur in the relevant sector - refer to Range Statement in UNIT CHCOHS201A Follow OHS procedures for further information.
- Workers must exercise their duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards applying to hazardous materials.

## EVIDENCE GUIDE

Competence includes sufficient literacy skills and the ability to:

- Understand, interpret and convey organisational instructions and procedures.
- Communicate and report verbally and/or in writing
- Coach and lead.
- Routine hazards in the workplace both indoors and outdoors
- Location and use of safety equipment including fire extinguishers, emergency units and alarms
- Workplace procedures that apply to fire, accidents and emergency situations
- Potential hazards in the workplace and the risks/potential risks of certain behaviours, layouts/features (behaviours include those resulting from drug and alcohol use and/or mental health of clients, visitors or staff)
- Universal precautions and infection hazards
- Legislative requirements and best practice approaches to OHS
- Rights and duties of employees and employers regarding OHS
- Reporting mechanisms required for workplace injury and compensation claims
- Impact of drug and alcohol use on safety in the workplace

*Other assessment advice – essential skills required include:*

- It is essential that the workplace OHS system be understood and that the importance of critical procedures be known. Competence must be demonstrated in recognising potential situations that require action and then in implementing appropriate corrective action. The emphasis should be on the ability to avoid a critical incident rather than on recovery from it.
- Consistent performance should be demonstrated. In particular look for evidence of:
  - Awareness of all relevant workplace procedures including:
    - Hazard policies and procedures
    - Emergency, fire and accident procedures
    - Procedures for the use of personal protective clothing, equipment and/or duress alarms.
    - Job procedures and work instruction

## EVIDENCE GUIDE

- Recognition and reporting of routine workplace hazards including drug and alcohol use and mental health issues
- Recognition of other significant hazards in the workplace
- Implementation of practices to prevent or minimise risk
- Application of safe handling practices and other safety procedures
- Correct use of equipment according to manufacturers' specifications
- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards
- These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.
- Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.
- The level of skill may range from the ability to understand symbols in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling hazardous materials.
- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.
- Literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual.
- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and conveying workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

## EVIDENCE GUIDE

### *Resource implications:*

Assessment will require access to:

- Workplace health and safety policies and procedures
- Infection control procedures
- Other organisational policies and procedures
- Duties statements and/or job descriptions
- Manual handling equipment
- Coaching and leadership training materials, etc
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions.
- Considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

### *Context of assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (eg in transit, home visits, telephone counselling, etc). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.



## UNIT CHCOHS501A      Manage workplace OHS management system

### Unit Descriptor

This competency covers the establishment and maintenance of the OHS system within the area of managerial responsibility, in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees, clients and/or visitors present.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Establish and maintain participative arrangements for the management of OHS.   | <ul style="list-style-type: none"><li>1.1 Establish and maintain appropriate participative processes with employees and their representatives in accordance with relevant OHS legislation, regulations and relevant industry standards consistent with enterprise procedures</li><li>1.2 Deal with and resolve issues raised through participation and consultation promptly and effectively in accordance with procedures for issues resolution</li><li>1.3 Provide information to employees about the outcomes of participation and consultation in a manner accessible to employees.</li></ul>   |
| 2. Establish and maintain procedures for identifying hazards, assessing and controlling risk as well as dealing with hazardous events | <ul style="list-style-type: none"><li>2.1 Develop workplace procedures for hazard identification, assessment and control of risks as well as dealing with hazardous events</li><li>2.2 Address identification of all hazards at the planning, design and evaluation stages of any changes in the workplace to ensure that new hazards are not created by the proposed changes</li><li>2.3 Develop and maintain procedures for selection and implementation of risk control measures in accordance with the hierarchy of control</li><li>2.4 Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and provide promptly resources enabling implementation of new measures.</li></ul> |
| 3. Establish and maintain an OHS induction and training programs.   | <ul style="list-style-type: none"><li>3.1 Identify training needs</li><li>3.2 Develop and maintain an OHS induction and training program to identify and fulfil employee's OHS training needs as apart of the enterprise general training program</li><li>3.3 Maintain a training management system so that individual employee's training needs are easily identified, training attendance monitored and non attendance followed up</li></ul>  |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 4. Establish and maintain a system for OHS records. | 3.4 Co-ordinate with relevant training experts as necessary  |
|   | 3.5 Evaluate outcomes to ensure that the training objectives are met.  |
|   | 4.1 Establish and monitor systems for keeping OHS records to meet regulatory requirements, allow identification of patterns of hazardous incidents, occupational injuries and diseases within the area of managerial responsibility. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

### *Legislative arrangements*

The legislative requirements for OHS vary across different states and the requirements of the particular state should be reflected in the training and assessment process. The particular differences related to OHS consultation and participation and for incident reporting are particularly relevant to this competency.

### *Definition of hazard:*

A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity. Hazards arise from workplace environment; use of equipment; poor work design; inappropriate systems, procedures and/or human behaviour. Sources of energy such as electricity, hazardous substances, hot objects and moving equipment are all hazards.

### *Relevant organisational procedures for managing risks include:*

- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting and investigation, workplace inspections, maintenance etc
- Communication, consultation and issue resolution procedures
- Human resources management procedures such as grievance procedures, induction programs, team meetings, management of performance levels
- Job procedures and work instructions
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Other related procedures including waste management, security

## RANGE STATEMENT

*Work instructions may be:*

- Verbal
- Written
- In English
- In a community language
- Provided visually eg. video, OHS signs, symbols and other pictorial presentation, etc.

*Designated personnel for OHS referrals may be:*

- Employer
- Supervisor
- Chairperson of OHS committee
- OHS nominee
- Elected OHS representative/employee representative
- Other personnel with OHS responsibilities

*Examples of OHS issues which may be raised by workers with designated personnel may include:*

- Hazards identified
- Problems encountered in managing risks associated with hazard
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes
- Follow up to reports and feedback
- Effectiveness of risk controls in place
- Training needs

*Examples of contributions may include:*

- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

## RANGE STATEMENT

*Examples of participative arrangements may include:*

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

*Controlling risks in the work area may include:*

- Application of the hierarchy of control, namely:
  - Eliminate the risk
  - Reduce/minimise the risk through
  - Engineering controls
  - Administrative controls including training
  - Personal protective equipment

*OHS information that may need to be explained to co-workers include:*

- Relevant State/Territory OHS acts and legislation, codes of practices and industry standards
- Enterprise OHS policies and procedures

*Other related Commonwealth, State and Territory legislation and requirements may include:*

- General duty of care requirements
- Privacy Act in relation to requirements for
  - The maintenance and confidentiality of records of occupational injury and disease,
  - Provision of information, etc
- Relevant requirements of Environmental Protection Authority

## RANGE STATEMENT

*Identifying hazards and assessing risk may occur through:*

- Hazard and incident reports
- Workplace inspection in area of responsibility
- Consulting work team members
- Housekeeping
- Workplace inspections
- Daily informal team consultation and regular formal team meetings,
- Internal and external audits
- Industry information such as journal, newsletters and networking

*Organisational health and safety records may include:*

- Audit & inspection reports
- Agendas and minutes of meetings of OHS Committees, work group and management meetings
- Training records
- Manufacturer's or supplier's information
- Hazardous substances registers
- Plant and equipment maintenance and testing reports
- Workers compensation and rehabilitation records
- First aid/medical records
- Workplace environmental monitoring records

*Reports identifying workplace hazards may be verbal or written and may include:*

- Face to face
- Phone messages
- Notes
- Memos
- Specially designed report forms

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Ability to communicate and consult with work group
- Ability to develop, implement and maintain the organisational OHS policies and procedures
- Ability to manage a systems approach to OHS

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal prior learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment.

*Concurrent assessment and relationship with other units:*

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency eg teamwork and communication units.

*Other assessment advice – essential knowledge required includes:*

- Knowledge and understanding is required of the workplace OHS system sufficient to establish and maintain a system that has been designed by others.

Competence includes sufficient literacy skills and the ability to:

- Accurately understand and interpret relevant Commonwealth/State/Territory act and legislation
- Work with risk assessment and/or other technical specialists in a team environment

## EVIDENCE GUIDE

- Understand relevant legislation and acts that affect the operation
- Knowledge of risk control strategies as applied to their area of work
- Collect and analyse data from the workplace
- Convey and discuss analysis with relevant personnel and conduct needs analysis
- Design and convey organisational instructions, procedures and systems.
- Communicate and report verbally and/or in writing with an aim to encourage continuous improvements
- Coach and mentor
- Solve problems.

*Other assessment advice – essential skills required include:*

Competence must be demonstrated:

- In recognising potential situations that require action and then
- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:
  - Hazard management policies and procedures
  - Workplace consultation
  - Job procedures and work instruction
  - Procedures for the use of personal protective clothing, equipment and/or duress alarms.
  - Emergency, fire and incident procedures
- Recognition and reporting of workplace hazards
- Implementation of work processes and practices to prevent or minimise risk
- Application of safe work practices
- Correct use of equipment according to organisational instructions
- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards



## EVIDENCE GUIDE

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.

Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.

- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in providing clear information, communicating with others including listening and attending to the input of others including the work group and accommodating the input into their demonstration of the competency. Service/organisation may require competence in English or community language, depending on client group.
- The ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### *Resource implications:*

Assessment will require access to:

- Broad guidance from top management
- Workplace health and safety policies and procedures
- Other related policies and procedures
- Relevant legislation and acts
- Duties statements and/or job descriptions
- Appropriate equipment, etc
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions.
- Within the limitations of employee, client and public safety, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

## EVIDENCE GUIDE

### *Context of assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems. Assessment may be conducted on more than one occasion to cover a variety of situations.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (eg in transit, home visits, telephone counselling, etc). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.

## UNIT CHCOHS502A

## Evaluate and improve workplace OHS management systems

### Unit Descriptor

This competency covers the ongoing evaluation and improvement of the OHS system within the area of managerial responsibility, in order to ensure that the workplace is, so far as is practicable, consistently safe and without risks to the health of employees.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Collect and analyse relevant OHS data.  | <ul style="list-style-type: none"><li>1.1 Identify types and sources of relevant data</li><li>1.2 Implement processes to enable collection of data</li><li>1.3 Establish and maintain appropriate database for the enterprise to capture data</li><li>1.4 Evaluate reliability and validity of data</li><li>1.5 Analyse data to identify trends and effectiveness of OHS system</li><li>1.6 Prepare and distribute reports and discuss analysis with relevant personnel.</li></ul>   |
| 2. Collect and analyse relevant OHS information  | <ul style="list-style-type: none"><li>2.1 Collect and analyse feedback on OHS participative management system, procedures for identifying all hazards, assessing and controlling risks</li><li>2.2 Summarise changes of OHS and other relevant legislation and codes of practice and analyse effect on the existing system and procedures</li></ul>  |
| 3. Evaluate OHS management system on an ongoing basis in consultation with relevant personnel. | <ul style="list-style-type: none"><li>3.1 Analyse data and information to identify areas for improvement</li><li>3.2 Prepare and distribute reports and discuss analysis with relevant personnel.</li></ul>  |
| 4. Initiate improvements.  | <ul style="list-style-type: none"><li>4.1 Consolidate findings and obtain agreement to improvement options</li><li>4.2 Revise the system and procedures accordingly and invite comments and agreement before finalisation and distribution of relevant updates</li><li>4.3 Monitor revised system and procedures to ensure suggested improvements are implemented at the workplace</li><li>4.4 Assess compliance with OHS legislation and codes of practice to ensure that OHS legal obligations are met as a minimum.</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Relevant data:* Will vary with the types of enterprise but should include positive measures such as the outcomes of inspections and audits, achievement against plans as well as negative injury-based measures

*OHS information:* Includes legislation, codes of practice and standards as a well as internal information such as hazard reports, minutes of meetings

*OHS legislation:* OHS legislative requirements vary across different states and the requirements of the particular state should be reflected in the training and assessment process

*Relevant organisational procedures for managing risks include:*

- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting and investigation, workplace inspections, maintenance etc
- Communication, consultation and issue resolution procedures
- Human resources management procedures such as grievance procedures, induction programs, team meetings, management of performance levels
- Job procedures and work instructions
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Other related procedures including waste management, security

*Work instructions may be:*

- Verbal
- Written
- In English
- In a community language
- Provided visually eg. video, OHS signs, symbols and other pictorial presentation, etc.

## RANGE STATEMENT

*Designated personnel for OHS referrals may be:*

- Employer
- Supervisor
- OHS nominee
- Chair of OHS committee
- Elected OHS representative/employee representative
- Other personnel with OHS responsibilities

*Examples of OHS issues which may be raised by workers with designated personnel may include:*

- Hazards identified
- Problems encountered in managing risks associated with hazard
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes
- Follow up to reports and feedback
- Effectiveness of risk controls in place
- Training needs

*Examples of contributions may include:*

- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Attending meetings
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

*Examples of participative arrangements may include:*

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

## RANGE STATEMENT

*Controlling risks in the work area may include:*

Application of the hierarchy of control, namely:

- Eliminate the risk
- Reduce/minimise the risk through
  - Engineering controls
  - Administrative controls including training
  - Personal protective equipment

*OHS information that may need to be explained to workers include:*

- Relevant State/Territory OHS acts and legislations, codes of practices and industry standards
- Enterprise OHS policies and procedures

*Other related Commonwealth, State and Territory legislation and requirements may include:*

- The general duty of care requirements
- Privacy Act in relation to requirements for:
  - The maintenance and confidentiality of records of occupational injury and disease,
  - Provision of information, etc
- Relevant requirements of Environmental Protection Authority

*Identifying hazards and assessing risk may occur through:*

- Workplace inspection
- Consulting work team members
- Hazard and incident reports
- Review of audit reports
- Daily informal team consultation and regular formal team meetings, etc

*Organisational health and safety records may include:*

- Audit & inspection reports
- Agendas and minutes of meetings such as OHS Committees, work group meetings, management meetings
- Induction, instruction and training records
- Manufacturer's or supplier's information
- Hazardous substances registers
- Plant and equipment maintenance and testing reports
- Workers compensation and rehabilitation records
- First aid/medical records
- Workplace environmental monitoring records

## **RANGE STATEMENT**

*Reports identifying workplace hazards may be verbal or written and may include:*

- Face to face
- Phone messages
- Notes
- Memos
- Specially designed report forms

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Detailed knowledge of relevant OHS legislation and codes of practice and their application in the relevant industry sector
- Understanding of the limitations of incident and injury data in measuring the effectiveness of OHS programs
- Ability to formulate positive performance measures to suit the enterprise
- Ability to analyse information, synthesize conclusions, suggest and implement procedural changes

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal prior learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment.

*Concurrent assessment and relationship with other units:*

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency eg management and communication units.



## EVIDENCE GUIDE

*Other assessment advice – essential knowledge required includes:*

- Understanding of positive and negative performance measures
- Knowledge of OHS legal obligations as they apply to their industry sector
- Current risk control practices in their industry sector

*Other assessment advice – essential skills required include:*

Competence must be demonstrated:

- In basic statistical analysis
- Evaluating the validity of data sources as measures of
- OHS effectiveness
- In applying OHS monitoring tools such as audits
- In using data and other information to recognise areas for improvement
- In formulating appropriate corrective action to eliminate risk as far as is practicable.
- These aspects may be best assessed using examples from actual workplaces with sample data provided or by going into a workplace to conduct an evaluation.
- Reading and writing skills.

Literacy requirements include the ability to:

- Access information on legislation, industry standards and codes of practice as well less formal sources such as industry newsletters as well as enterprise policies and procedures, minutes of meetings.

Communication skills - competence is required to:

- Collect data in a range of formats including, written, computer generated and verbal. Competence is also required to generate written reports and other evaluation and reporting formats as well as providing verbal feedback.
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
- Assessors should look for skills in formulation of questions to support analysis and clarification of the issues and ability to synthesise actions to address identified issues. Service/organisation may require competence in English or community language, depending on client group.

## EVIDENCE GUIDE

Competence includes sufficient literacy skills and the ability to:

- Accurately understand and interpret relevant Commonwealth/State/Territory act and legislation
- Work with risk assessment and/or other technical specialists in a team environment
- Understand relevant legislation and acts that affect the operation
- Knowledge of risk control strategies
- Collect and analyse data
- Convey and discuss analysis with relevant personnel and conduct needs analysis
- Design and communicate organisational instructions and procedures.
- Communicate and report verbally and in writing with an aim to encourage continuous improvements
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Coach and mentor
- Solve problems.

*Resource implications:*

Assessment will require access to:

- Workplace

Or

- Data and information from a workplace
- People to interview from a workplace
- Workplace health and safety policies and procedures
- Other related policies and procedures
- Relevant legislation and acts
- Duties statements and/or job descriptions
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations.
- Within the limits of employee client and public safety as well as the requirements of the units, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

## EVIDENCE GUIDE

### *Context of assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (eg in transit, home visits, telephone counselling, etc). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.



## UNIT CHCORG1B

## Follow the organisation's policies, procedures and programs

### Unit Descriptor

Work is carried out according to organisation policies, procedures and programs.

### ELEMENTS

### PERFORMANCE CRITERIA

1. Follow organisational guidelines

- 1.1 Workplace instructions and policies are followed
- 1.2 Organisational programs and procedures are supported within the job role
- 1.3 Organisational resources are used for the purpose intended
- 1.4 Clarification is sought and obtained when necessary

2. Work ethically

- 2.1 Decisions and actions are within the job description and are consistent with the organisational philosophy
- 2.2 Prompt and consistent performance of duties is applied to all workplace activities
- 2.3 Inappropriate gifts are not accepted
- 2.4 Client resources and possessions are used for the purpose intended
- 2.5 Care is taken to behave in a reasonable and careful manner at all times
- 2.6 Confidentiality is maintained
- 2.7 Difficulties in carrying out duties are reported to appropriate person/supervisor

## RANGE STATEMENT

*Organisational guidelines relevant to work role may include those relating to:*

- Administrative systems of the workplace including: filing; record keeping; workplace programs and timetable management systems; use of equipment; staff rosters
- Workplace agreements
- Job descriptions
- Occupational health and safety
- Grievance procedures
- Confidentiality requirements
- Appropriate relationships with clients
- Gifts and gratuities

*Workplace instructions and policies may be:*

- Written or verbal

*Reports may be:*

- Notes
- Memos
- Records
- Letters
- Reports via phone
- Face-to-face reports

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | Relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities are followed  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Organisational policies, procedures and programs relating to the work role</li><li>• Organisational occupational health and safety policies and procedures</li><li>• Organisational philosophy</li></ul>  |
| <i>Essential skills:</i>               | Language, literacy and numeracy competence appropriate to the requirements of the organisational policies and procedures. This may vary from listening skills when workplace instructions are delivered verbally, to reading skills when worker has to refer to an instruction manual. Language used may be English or community language |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>   |
| <i>Consistency in performance:</i>     | <ul style="list-style-type: none"><li>• Assessment may include observations, questioning and evidence gathered from the workplace environment</li><li>• Assessment may be conducted on one occasion but must include normal range of workers' activities</li></ul>  |
| <i>Context of assessment:</i>          | This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.   |





## UNIT CHCORG2B Work with others

### Unit Descriptor

This unit describes the requirement for worker to work with others.

| ELEMENTS                                      | PERFORMANCE CRITERIA   |
|---|--|
| 1. Plan own workload with supervisor          | 1.1 Assistance and direction is actively sought as required<br>1.2 Sequence of tasks is planned with supervisor<br>1.3 Strategies to cope with unexpected demands are developed with supervisor  |
| 2. Communicate with others about work matters | 2.1 Information relevant to the work is shared with co workers<br>2.2 Communication is clear, concise and focused on the issue<br>2.3 Opinions and suggestions of others are listened to appropriately<br>2.4 Workplace procedures are used to address concerns                      |
| 3. Work cooperatively with others             | 3.1 Different roles and responsibilities are identified and respected<br>3.2 Rights of other workers are respected<br>3.3 Work area is kept well organised and safe in accordance with relevant standards/policies<br>3.4 Assigned tasks are completed according to planned workload |

## RANGE STATEMENT

*Co workers may include:*

- Other staff
- Unpaid workers
- Students on placements
- Resources workers
- Ancillary staff
- Staff from other related organisations/agencies

*Information which could be communicated with co workers includes:*

- Suggestions about the service
- Equipment or materials required
- Relevant information about a client
- Opinions and suggestions

*Communication may be in:*

- English
- Community language as required by the workplace

*Workloads may be recorded in the following manner:*

- On whiteboards
- On rosters
- In diaries
- In verbal instructions

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Knowledge of and adherence to own and others roles and responsibilities in the workplace
- Work cooperatively with other workers

### *Essential knowledge:*

- Roles and responsibilities of self and others in the workplace
- Grievance procedures of the organisation
- Worker's rights and responsibilities as outlined in awards, workplace agreements, legislation etc.
- Working conditions as outlined in award, workplace agreement, policy manuals etc.

### *Essential skills:*

- Ability to work with others cooperatively
- Positive communication skills including active listening and appropriate use of body language
- Language, literacy and numeracy competence appropriate to the requirements of the organisation, job role and client group. Assessors should look for language skills such as asking questions, clarifying, listening for instructions. Language used may be English or a community language

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

### *Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be conducted on one occasion but must include the worker interacting and co operating with the normal range of other workers from the workplace

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.



## UNIT CHCORG3B Participate in the work environment

### Unit Descriptor

Working effectively as an individual and in work groups to contribute to achievement of organisational objectives.

| ELEMENTS  | PERFORMANCE CRITERIA   |
|---|--|
| 1. Contribute to the effective operation of the workgroup | <ul style="list-style-type: none"><li>1.1 Job responsibilities of the worker and their contribution to service delivery is identified</li><li>1.2 Work is carried out within defined job role and responsibilities</li><li>1.3 Assistance and direction is sought and obtained as required</li><li>1.4 Work complements that of others according to policies and rules of workplace practice</li><li>1.5 Activities are completed to the standard expected in the workplace</li><li>1.6 Carries out set tasks in a positive and courteous manner</li><li>1.7 Resources needed to carry out own work duties are identified</li><li>1.8 Shortages of resources are dealt with according to organisational practices</li><li>1.9 Work area is kept well organised and safe in accordance with relevant standards/policies</li></ul> |
| 2. Review and develop own work performance                | <ul style="list-style-type: none"><li>2.1 Own work is monitored according to requirements for job quality and customer service</li><li>2.2 Work requirements unable to be met are reported to supervisor</li><li>2.3 A need for additional support to improve performance is communicated clearly to supervisor/appropriate person</li><li>2.4 Need for training is reported to supervisor, if required</li><li>2.5 Where appropriate, training is undertaken</li><li>2.6 Support and supervision opportunities are undertaken as required</li></ul>   |
| 3. Work cooperatively with others                         | <ul style="list-style-type: none"><li>3.1 Problem solving is used when necessary so that work is completed according to organisational policies and practices</li><li>3.2 Workplace relationships respect individual differences of workers</li></ul>  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |   |     |  |
|---|-----|--|
|   | 3.3 | Work with others reflects understanding and application of the value of cultural differences and diversity |
|   | 3.4 | Different roles and responsibilities are identified and respected  |
|   | 3.5 | Displays appropriate behaviour in the workplace likely to promote cooperation                              |
|   | 3.6 | Information is shared with others in order to complete set activities                                      |
|   | 3.7 | Conflicts in the workplace are reported to supervisor  |
| 4. Contribute to the development of policies, practices and structures of an organisation | 4.1 | Concerns regarding administrative policies, practices and procedures are reported to supervisor            |
|   | 4.2 | Concerns regarding job responsibilities are reported to supervisor   |
|   | 4.3 | Information, ideas and suggestions are provided to supervisor when requested                               |
|   | 4.4 | Participate in staff meetings/working groups, if required  |

## RANGE STATEMENT

*The contexts for working with others include:*

- Full time, part time, casual employee of a government or non government organisation
- Working within a voluntary capacity for an organisation

*Working with others will be carried out within requirements established by:*

- State and commonwealth legislation
- Organisational policy and procedures
- Relevant program standards

*Organisational requirements/constraints may include:*

- Time
- Money
- Other resources

*Resources may be:*

- Pamphlets
- Cleaning equipment
- Office supplies
- Financial assistance for programs

*Organisational practices dealing with shortages of resources may include:*

- Telling a supervisor
- Ordering more supplies
- Writing submissions or requests for additional resources

*Reports to supervisors may be:*

- Provided in person or by telephone
- Through discussion
- Provided in writing or using workplace forms eg. Memos, notes
- Email and electronic transfers

*Communicating the need for additional support may be:*

- In writing according to organisational practices
- Conveyed in verbal exchanges
- During meetings

*Information shared with others may be:*

- By note/message/memo
- In person or by phone
- Email and electronic transfers

## RANGE STATEMENT

*Policies, practices and procedures include those relating to:*

- Equal employment opportunity
- Occupational health and safety
- Workplace harassment
- Grievance resolution
- First aid
- Infection control
- Workplace behaviour



## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i>     | <ul style="list-style-type: none"><li>• Work is carried out within own role, responsibilities and organisational objectives in an effective manner</li><li>• Worker interacts with both individuals and work groups in a cooperative manner</li></ul>   |
| <i>Interdependent assessment of units:</i> | Assessment will be in conjunction with all other compulsory units in the package  |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Organisational mission, philosophy, organisation structure, policies and procedures</li><li>• Legislation relevant to organisation and work carried out, including occupational health and safety</li></ul>   |
| <i>Essential skills:</i>                   | <ul style="list-style-type: none"><li>• Awareness and understanding of effective teams operation</li><li>• Time management and work planning</li><li>• Basic negotiation</li><li>• Effective communication and interpersonal skills</li></ul>   |
| <i>Resource implications:</i>              | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>   |
| <i>Consistency in performance:</i>         | <ul style="list-style-type: none"><li>• Assessment may include observations, questioning and evidence gathered from the workplace environment, especially testimonials from colleagues</li><li>• Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time</li><li>• Assessment must include working with both individuals and work groups in the organisation/service</li></ul> |
| <i>Context of assessment:</i>              | This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.   |



## UNIT CHCORG5B     Maintain an effective work environment

### Unit Descriptor

Meeting individual responsibilities within a work group.

| ELEMENTS   | PERFORMANCE CRITERIA  |
|--|---|
| 1. Work to achieve identified outcomes                   | <ul style="list-style-type: none"><li>1.1 Own work roles and responsibilities are defined and agreed with appropriate people</li><li>1.2 Work plans are developed and implemented to ensure:<ul style="list-style-type: none"><li>– Desired outcomes are achieved</li><li>– Objectives are met</li><li>– Agreed timeframes are met</li><li>– Compliance with relevant guidelines and procedures</li><li>– Contingencies are managed</li><li>– Duty of care responsibilities are met</li><li>– Ethical practice</li><li>– The work of the organisation is promoted</li></ul></li><li>1.3 Where appropriate to work role, an understanding of relevant legislation and awards is incorporated into work place practices and decisions</li><li>1.4 Where relevant to work role, unpaid workers and others are provided with appropriate training, briefing and supervision</li><li>1.5 Where problems arise in meeting work plans, action is taken as appropriate to re-negotiate or seek assistance</li></ul> |
| 2. Establish and maintain appropriate work relationships | <ul style="list-style-type: none"><li>2.1 Effective communication and interpersonal skills are used to ensure all workplace interactions contribute to achievement of organisational objectives and promotion of the community services industry</li><li>2.2 Workplace relations reflect consideration of the full range of individual and cultural differences</li><li>2.3 Any issues related to the wellbeing of work colleagues are dealt with promptly and in accordance with organisational procedures</li><li>2.4 Potential and actual conflicts in the workplace are handled to minimise disruption</li></ul>  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 3. Facilitate operation of the workgroup | <ul style="list-style-type: none"><li>3.1 Active participation in all team processes is undertaken to ensure team objectives are met</li><li>3.2 Individual responsibilities within the team are achieved to the identified standard and timeframe</li><li>3.3 Individuals for whom the worker is responsible are informed of standards of workplace performance in an appropriate manner</li><li>3.4 The range of individual skills and knowledge are developed and utilised to enhance team performance</li><li>3.5 Appropriate effort is applied to maximise effective communication and to ensure issues are resolved within the team, and conflict is resolved</li></ul> |
| 4. Review and develop own performance    | <ul style="list-style-type: none"><li>4.1 Own performance is regularly monitored against workplans, organisational objectives and client needs</li><li>4.2 Opportunities for formal and informal development of skills and knowledge are sought out and accessed to optimise performance</li></ul>  |

## RANGE STATEMENT

*Teams include:*

- Formal and informal arrangements
- Workgroups including members from outside the organisation

*The context for creating, maintaining and enhancing productive working relationships includes with:*

- Clients
- Significant others
- Unpaid workers
- Staff for whom worker is responsible
- Peers
- Supervisors

*Guidelines and Procedures include:*

- Occupational health and safety
- Equal employment opportunity
- Harassment
- First aid
- Grievance management
- Infection control
- Workplace behaviours

*Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:*

- State and commonwealth legislation
- Organisational policy, procedures and standards

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Demonstrate effective team operation
- Meet legal, legislative and industrial requirements
- Undertake assessment of own training and development
- Ability to manage conflict

### *Essential knowledge:*

- Organisational mission, philosophy, organisation structure, policies and procedures
- Legislation relevant to organisation and work carried out
- Effective team management

### *Essential skills:*

- Team building skills
- Communication
- Time management and prioritising
- Work planning and evaluation
- Interpersonal skills

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

### *Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be conducted over one or more occasions

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCORG6B

## Coordinate the work environment

### Unit Descriptor

Undertaking supervisory and coordinating activities in work groups in community service organisations.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Contribute to and promote effective work practices | <ul style="list-style-type: none"><li>1.1 Effective ways of working to sustain ongoing health and morale are identified and implemented routinely</li><li>1.2 Work plans are developed and implemented to ensure:<ul style="list-style-type: none"><li>– Client needs are addressed</li><li>– Desired outcomes are achieved</li><li>– Objectives are met</li><li>– Agreed timeframes are met</li><li>– Compliance with relevant guidelines and procedures</li><li>– Contingencies are managed</li><li>– Duty of care responsibilities are met</li><li>– Ethical and non discriminatory practices</li><li>– The work of the organisation is promoted</li></ul></li><li>1.3 Strategies are developed and implemented in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints</li><li>1.4 Where relevant to workrole, effective measures are implemented to ensure new and existing staff:</li><li>1.5 Are fully informed of what is expected of them</li><li>1.6 Are provided with appropriate orientation, induction and development opportunities</li><li>1.7 Contribute to ongoing review of workplace practices</li><li>1.8 Have written work plans which are regularly reviewed</li><li>1.9 All effort is made to implement processes and practices which promote cooperative work practices and maintain positive relationships with staff and management</li><li>1.10 Responsibility for own behaviour is taken and ways to developing effective working relationships are identified and implemented</li></ul> |
|---|---|

| ELEMENTS  | PERFORMANCE CRITERIA  |
|---|---|
| 2. Promote effective workplace relations                | <ul style="list-style-type: none"><li>2.1 Effective communication including open discussion and active listening is modelled and promoted in the workplace</li><li>2.2 Potential and actual conflict situations are identified, and appropriate strategies to deal with these are developed and implemented, to minimise effects on the workplace and address rights and responsibilities of all parties</li><li>2.3 Throughout conflict resolution processes access to appropriate support, mediation, facilitation and debriefing for parties is assured within organisational constraints</li><li>2.4 Every effort is applied to resolve issues which may disrupt work unit activities</li></ul>   |
| 3. Facilitate work group activities                     | <ul style="list-style-type: none"><li>3.1 When conducting meetings the purpose is clarified, procedures are agreed, roles and responsibilities are negotiated, agreed timeframes are adhered to, and equality of participation and input by group members is maintained</li><li>3.2 Feedback on operation of group processes is sought, suggestions for change encouraged and appropriate action implemented</li><li>3.3 Feedback is provided in a supportive manner appropriate to individuals and the group</li></ul>   |
| 4. Develop and implement staffing processes as required | <ul style="list-style-type: none"><li>4.1 Confidentiality in relation to staff processes is maintained according to organisational policy and to protect individuals</li><li>4.2 Planning is undertaken as appropriate to identify areas of need and proposals are developed to address them including resourcing staffing arrangement</li><li>4.3 Participation in recruitment processes is undertaken as required</li><li>4.4 If staff performance is unsatisfactory, counselling and support is provided to improve performance</li><li>4.5 Staff performance issues are addressed as required in accordance with organisation's procedures</li><li>4.6 Staff access to appropriate training is encouraged and facilitated to enable the achievement of outcomes in the workplace and organisation</li></ul> |



**ELEMENTS**

**PERFORMANCE CRITERIA**

5. Advocate for workplace health and safety and fair employment practices

- 5.1 Commonwealth and state legislation and organisational guidelines relating to occupational health and safety, equal employment opportunities and anti discrimination in the workplace are made known, promoted and modelled to organisational staff and management
- 5.2 Work practices are negotiated, developed and implemented within the above legislative and organisational guidelines
- 5.3 Individual workers rights and obligations are documented and communicated in a manner and language that can be clearly understood by relevant parties
- 5.4 Where there are breaches of relevant workplace legislation, timely and appropriate action is taken according to level of responsibility in the organisation

## RANGE STATEMENT

*Staffing requirements may cover the following staff:*

- Permanent/casual
- Temporary/contract
- Paid/unpaid
- Full time/part time
- Trainees
- Secondments and work exchanges

*Staffing proposals will include:*

- Salary conditions
- Terms of engagement
- Hours of work
- Resources costs, equipment, office space, furniture, travel
- Implications for the organisation
- Outcomes and performance requirements
- Skills, education, experience
- Delegations, accountability
- Team members
- Supervision

*Organisational policies and procedures will relate to:*

- Administrative processes
- Management and decision making processes
- Recruitment and employment practices
- Grievance, complaints and discipline processes
- Occupational health and safety
- Accounting of income and expenditure
- Employment conditions
- Recruitment and termination practices
- Use of equipment and venue
- Training and development practices
- Career development and progression
- Contracts
- Accountability
- Induction
- Monitoring
- Rosters

## RANGE STATEMENT

*Management may be by:*

- Voluntary community management committee
- Board of management
- Collective
- Government program or unit director
- Project management committee

## EVIDENCE GUIDE

|   |   |
|---|---|
| <i>Critical aspects of assessment:</i>    | <ul style="list-style-type: none"><li>• Development of effective working relationships with all staff</li><li>• Positive communication with all staff</li><li>• Establishment of effective procedures to maximise staff work performance</li></ul>  |
| <i>Essential knowledge and skills of:</i> | <ul style="list-style-type: none"><li>• Effective workplace communication</li><li>• Organisation policies and procedures</li><li>• Relevant industrial relations conditions, requirements and awards</li><li>• Broad implications of relevant legislation</li><li>• Legal, health and safety requirements as they relate to the organisation</li><li>• Computer hardware and software technology, as required by the workplace</li><li>• Recruitment techniques</li><li>• Basic contract management</li></ul> |
| <i>Resource implications:</i>             | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted</li></ul>   |
| <i>Consistency in performance:</i>        | <ul style="list-style-type: none"><li>• Assessment may include observations, questioning and evidence gathered from the workplace</li><li>• Assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation</li></ul>   |
| <i>Context of assessment:</i>             | It is recommended that this unit be principally assessed in the workplace   |

## UNIT CHCORG7B Manage workplace issues

### Unit Descriptor

Implementing appropriate people management processes and structures to maximise work outcomes.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Manage staff planning and recruitment | 1.1 Staffing requirements are assessed and recommendations implemented in the context of available resources and organisational priorities                                   |
|  | 1.2 Job specifications and position responsibilities are developed through appropriate consultation and agreement  |
|  | 1.3 Staff are recruited as required using timely and appropriate processes and providing all relevant documentation as required by the organisation                          |
| 2. Manage work allocation                | 2.1 Work allocations optimise the use of resources and the existing competencies of staff  |
|  | 2.2 Team and individual responsibilities and authority are clearly defined, agreed and communicated  |
|  | 2.3 Workers have appropriate access to, and are supervised by, the people best able to satisfy their agreed work and development needs                                       |
|  | 2.4 Where work allocations prove to be unrealistic or organisational demands change, adjustments are made which minimise the impact on resources and client service delivery |
|  | 2.5 Mechanisms are put in place to continually evaluate and improve work practices   |
| 3. Evaluate workgroup effectiveness      | 3.1 Constructive feedback is provided in an appropriate way to maximise personal and organisational effectiveness and includes:  |
|  | – Recognising performance and achievement and encouraging self assessment  |
|  | – Keeping details of feedback sessions in line with organisational guidelines  |
|  | – Encouraging individuals to take responsibility for their own decisions and actions   |
|  | 3.2 Where staff counselling is undertaken it is within organisational guidelines and to individual skill levels  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |   |
|--|---|
|  | 3.3 Referrals are made to counselling services as appropriate   |
|  | 3.4 All discussions with individuals are designed to encourage and assist them to take responsibility for their own decisions and actions                                   |
|  | 3.5 Appropriate work is undertaken to address areas of potential conflict in a timely way so impact on workplace performance and relations is minimised                     |
|  | 3.6 Appropriate mechanisms are implemented to ensure the workplace is safe and healthy and bias and discrimination are minimised  |
| 4. Implement disciplinary and grievance procedures | 4.1 Where disciplinary action is taken it meets organisational and legal requirements   |
|  | 4.2 All records of such actions are kept according to organisational policies and procedures  |
|  | 4.3 Appropriate grievance procedures are implemented  |
|  | 4.4 Where difficulties arise in implementing action or procedures, advice is sought from appropriate sources and feedback is provided to contribute to evaluation processes |

## RANGE STATEMENT

*The context for managing people includes:*

- Management of a work unit project team organisation
- Government/non government organisations

*Managing people will be carried out within requirements established by:*

- State and commonwealth legislation
- Agency policy and procedures
- Relevant program standards
- Recognised good human resource management practice

*Disciplinary and grievance procedures take place in a framework of:*

- Statutory procedures
- Organisational procedures including joint agreements between employers and employees

Counselling is concerned with matters of a personal nature which affect the individual's behaviour at work

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | <i>Competency is to be demonstrated in:</i> <ul style="list-style-type: none"><li>• Planning and recruitment of staff</li><li>• Allocating work</li><li>• Managing and facilitating teams</li><li>• Coaching, counselling of staff</li><li>• Managing staff performance</li></ul>  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Organisational objectives, policies and procedures</li><li>• Human resource management theory, principles and practices</li></ul>  |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Team management</li><li>• Effective interpersonal and communication skills</li><li>• Managing people</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>  |
| <i>Consistency in performance:</i>     | <ul style="list-style-type: none"><li>• Assessment may include observations, questioning and evidence gathered from the workplace</li><li>• Assessment may be conducted over more than one occasion or use material drawn from the workplace for a period of time</li><li>• Assessment must include the range of management processes in the workplace</li></ul> |
| <i>Context of assessment:</i>          | <p>This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.</p>   |



## UNIT CHCORG8C Establish and manage new programs or services

### Unit Descriptor

Establishing new programs or services, leading organisational restructure, and developing new structures and systems.

#### ELEMENTS

#### PERFORMANCE CRITERIA

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|--|--|
| 1. Complete strategic planning activities          | 1.1 The need for development and change is researched, assessed and identified and all relevant people are consulted in an appropriate way                             |
|  | 1.2 Goals and objectives consistent with the purpose and philosophy of the organisation are clarified, negotiated and agreed with key stakeholders and target groups   |
|  | 1.3 Risks associated with implementing the strategy are recognised and steps taken to maximise outcomes to ensure compliance with duty of care and meet all objectives |
|  | 1.4 The proposed strategy is evaluated against existing programs and services, and gaps identified   |
|  | 1.5 Negotiations are carried out in a way which generates support and which takes account of the viewpoints of key stakeholders  |
|  | 1.6 Financial cost and resource requirements are identified and assessed   |
|  | 1.7 Where required resources are not immediately and readily available, submissions are made to potential relevant funding sources                                     |
|  | 1.8 Appropriate structures are implemented to oversee the task as relevant   |
| 2. Manage implementation of new program or service | 2.1 Implementation plans are developed to suit a variety of contexts and to cope with contingencies  |
|  | 2.2 Appropriate support is provided to those involved in implementing the strategy to ensure original aims and objectives are pursued                                  |
|  | 2.3 Policies and procedures to manage the use of staff, equipment and other physical assets are established, monitored and reviewed on a regular basis                 |

## ELEMENTS

## PERFORMANCE CRITERIA

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|---|--|
|   | 2.4 All operational details including timeframes, resources, staffing limits and financial procedures are conveyed in an appropriate manner, to relevant personnel   |
|   | 2.5 A budget is developed and expenditure and resources are monitored in line with organisational procedures and planned outcomes  |
|   | 2.6 The project or strategy is implemented in line with all relevant guidelines and legal requirements   |
| 3. Establish and manage organisational and operational arrangements | 3.1 A structure consistent with the purpose, philosophy and roles of the organisation, and which meet industrial, legal and policy requirements is determined in conjunction with key clients and stakeholders |
|   | 3.2 Documentation systems and processes are developed to ensure all legal requirements are met and are submitted to relevant decision makers for authorisation as appropriate                                  |
|   | 3.3 Required records are maintained and kept to ensure legal organisation and statutory requirements are met   |
|   | 3.4 Appropriate promotional activities are developed and directed at stakeholders, target groups and relevant personnel within the organisation to optimise effectiveness and support                          |
| 4. Undertake appropriate evaluation and reporting                   | 4.1 The evaluation strategy and related techniques devised to collect and analyse data meet the needs of decision makers, funding organisations and other people and groups with stake in strategy             |
|   | 4.2 The criteria to be used to judge the value and effectiveness of the strategy are defined in consultation with relevant people  |
|   | 4.3 The views of interested parties are actively sought at regular time intervals and used to inform the ongoing development and implementation of the strategy  |
|   | 4.4 Progress in implementing of the strategy is regularly monitored against the agreed plan  |
|   | 4.5 Evaluation information is used for project or strategy revision, ongoing development and implementation  |

## RANGE STATEMENT

*The contexts for planning, managing and evaluating programs and services includes:*

- Managing projects or strategies internal to the organisation/agency
- Managing projects or strategies across organisation/agencies
- Managing projects in collaboration with the community or community-based organisations

*Planning, managing and evaluating programs and services will be carried out within requirements established by:*

- Organisational missions, philosophy, outcomes and goals
- Quality standards
- Organisational policy, procedures and program standards
- State and commonwealth legislation and other statutory requirements
- International conventions on the rights of children and young people
- Duty of care, code of ethics, professional standards, organisational standards

*Evaluating feasibility of programs or services includes:*

- Direction and outcomes are evaluated against existing and future organisational mission, objectives and outcomes for consistency and congruity
- Stakeholders impacted on by project or strategy are involved as much as is appropriate in setting the direction, providing input eg. Content and/or process, and marketing

*Identifying and acquiring resources includes:*

- Preparing submissions
- Liaising with key stakeholders and assessing the availability and accessibility to funding

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Ability to devise, initiate, manage and evaluate programs and services</li><li>• Evidence of competency requires demonstration of knowledge related to applicable agency and legislative requirements</li></ul>  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Project management models/processes</li><li>• Submission writing protocols</li><li>• Funding sources and submission protocols</li><li>• Referral protocols</li><li>• Range of services available across organisations</li><li>• Marketing models/systems</li><li>• Financial management models/systems</li><li>• People management models/systems</li><li>• General management principles/models</li><li>• Change management models/principles</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Project management</li><li>• Financial management</li><li>• People management</li><li>• Communication</li><li>• Delegation</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>  |
| <i>Consistency in performance:</i>     | It is recommended that assessment be conducted over more than one occasion and that competence be demonstrated in the planning, implementation and evaluation of at least one new program  |
| <i>Context of assessment:</i>          | This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.  |

## UNIT CHCORG9B

## Manage projects and strategies

### Unit Descriptor

Initiating, planning, implementing and evaluating project management activities.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Consider the need and scope for the project/strategy | 1.1 In considering the need for the project or strategy, the extent to which existing initiatives and services already address the needs and issues is reviewed, and the results incorporated into the scoping report  |
|   | 1.2 The rationale and underpinning values and beliefs for the proposed project or strategy is clearly articulated to key stakeholders and their views and involvement are sought as appropriate  |
|   | 1.3 A concept plan is developed and submitted to decision makers for consideration and approval prior to proceeding to the project plan stage  |
| 2. Prepare a project plan                               | 2.1 The project plan developed incorporate relevant literature and other information   |
|   | 2.2 The project plan developed identifies: <ul style="list-style-type: none"><li>– A set of aims and specific and assessable objectives which address identified needs</li><li>– A proposed timetable for the project/strategy</li><li>– Financial costs of project/strategy and relationship with available resources</li><li>– Benefits to client of the proposed project/strategy</li></ul> |
|   | 2.3 The plan takes account of the anticipated context and specific nature of the people who will be involved in developing and implementing the project/strategy   |
|   | 2.4 Appropriate level of consultation is undertaken with all those who make a contribution to the proposed project/strategy and their views are clearly and accurately reported  |
|   | 2.5 Aspects of the plan are negotiated with relevant people as required  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 3. Identify and acquire resources to make implementation of project plan possible | 3.1 Funding options for implementing the plan are developed  |
|   | 3.2 Where resources are not available, funding proposals are made to relevant bodies as appropriate  |
|   | 3.3 Funding submissions made are in accordance with any guidelines available from the funding and written in a format acceptable to decision makers  |
|   | 3.4 Appropriate liaison and negotiation are undertaken with decision makers and potential funding bodies to advance the case to acquire resources  |
| 4. Promote and advertise project/strategy   | 4.1 A marketing/promotion strategy is developed and submitted for approval to decision makers prior to project implementation  |
|   | 4.2 Variety of appropriate communication media is utilised to promote the project to the target audience   |
| 5. Manage implementation of project/strategy                                      | 5.1 Support is given to those who are involved in implementing the project or strategy to establish and maintain clarity about the aim and objectives to be pursued  |
|   | 5.2 Logistical details of time scales, place, resources, staffing, limits of and administrative procedures of income and expenditure, are conveyed clearly, and in an appropriate manner, to those implementing the project/strategy |
|   | 5.3 Policies and procedures are established, monitored and reviewed on a regular basis to manage the use of staff, equipment and other physical assets   |
|   | 5.4 A project budget is developed and expenditure and resources are monitored against the budget, in line with organisation policies, procedures and planned time scales   |
|   | 5.5 Risks associated with implementing the project or strategy are identified and steps taken to maximise high quality project outcomes  |
|   | 5.6 Strategies are implemented to ensure the project/strategy is implemented in line with relevant guidelines and legal requirements and is sufficiently flexible to suit a variety of contexts and to cope with contingencies       |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |   |
|--|---|
|  | 5.7 Strategies are implemented to ensure the project or strategy is adapted in the light of feedback, and to take account of the changing social, political and economic context  |
| 6. Evaluate and report on project/strategy | <p>6.1 In choosing an evaluation strategy a variety of models are examined</p> <p>6.2 The evaluation strategy employs appropriate techniques to collect data taking into account the nature of information, time and resource constraints, and the views of people and groups who have a stake and interest</p> <p>6.3 The implementation of the project or strategy is regularly monitored against the agreed plan</p> <p>6.4 The collection, collation and reporting of evaluation information meets the standards and needs of decision makers, funding agencies and other people and groups with a stake in the project/strategy</p> <p>6.5 Evaluation information collected is used for project/strategy revision, ongoing development and implementation and possible future directions</p> |

## RANGE STATEMENT

*Projects may:*

- Include events and campaigns of social, cultural, economic and political significance
- Relate to employment creation, health, housing, legal advocacy initiatives
- Address the interests of either individual clients, groups or communities

*Strategies may relate to:*

- Awareness raising and community education
- Political lobbying
- Community participation initiatives
- Advertising to attract participation

*Factors to be addressed in the design of projects/strategies will include:*

- Analysis of social, political and economic factors and trends
- Assessment of actual and potential impacts both positive and negative for clients



## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Ability to establish, manage and evaluate projects and services
- Evidence of competency requires demonstration of knowledge related to applicable organisation and legislative requirements

### *Essential knowledge:*

- Project management models/processes
- Business and strategic planning
- Funding sources and submission protocols
- Range of services available across organisations
- Marketing models/systems
- Financial management models/systems
- People management models/systems
- General management principles/models

### *Essential skills:*

- Project planning and management
- Financial /resource management
- People management
- Research and evaluation

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

### *Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace setting eg. portfolios, completed reports on projects etc.
- Assessment is recommended to be conducted on more than one occasion and should include each phase of managing a project ie. scoping, preparation, promotion, management and evaluation

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.



## UNIT CHCORG10B

## Manage organisational change

### Unit Descriptor

Fostering and implementing constructive and beneficial change in a complex organisation.

### ELEMENT

### PERFORMANCE CRITERIA

1. Ensure practices of the organisation are appropriate

- 1.1 Processes are designed and implemented to continually review the relevance of the organisation's philosophy in the light of the needs of clients and key stakeholders
- 1.2 Ongoing evaluation is undertaken to ensure organisational practices are consistent with its philosophies and policies and positively contribute to meeting client and stakeholder needs
- 1.3 Ongoing monitoring is undertaken of organisational policies and practices to ensure they:
  - Do not support discrimination
  - Promote ethical behaviour
  - Meet duty of care responsibilities
  - Are based on principles of natural justice
  - Meet funding requirements
  - Continue to be relevant

2. Respond to change in the community

- 2.1 Appropriate strategies are implemented to provide accurate and current information on trends and changes in the community which may impact on the organisation and its clients
- 2.2 Social, political and economic trends are identified, anticipated and assessed for their impact on the organisation, the community and the client group
- 2.3 Where required expert advice and/or research is commissioned to provide access to detailed information about trends and the likely impact of changes
- 2.4 Membership of professional associations, research organisations and networks is used to keep current with information and trends
- 2.5 Management and work practices are assessed and revised as appropriate to reflect trends and research findings

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| 3. Initiate and implement organisational change within a planning framework | <ul style="list-style-type: none"><li>3.1 Requirements and opportunities for change in policies and practices are identified, developed and promoted to relevant staff, clients and stakeholders</li><li>3.2 The nature and scope of required changes are defined, and strategies developed to successfully implement them, including:<ul style="list-style-type: none"><li>– Determining budgetary considerations</li><li>– Appropriate consultation, negotiation and communication</li><li>– Addressing possible barriers</li><li>– Promoting effects and benefits of change</li><li>– Risk assessment</li></ul></li><li>3.3 Changes which are identified and implemented reflect:<ul style="list-style-type: none"><li>– Consideration of a range of alternatives</li><li>– Appropriate consultation and communication with staff, client and stakeholders</li><li>– Current accepted good practice</li><li>– Appropriate levels of planning</li><li>– Organisational quality assurance processes</li><li>– Provision of relevant training</li></ul></li><li>3.4 Processes are put in place to ensure outcomes of changes are evaluated against expectations and previous performance</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Trends may include:*

Social, political and economic trends driven from a variety of sources

*Organisational change may relate to:*

- Nature and focus of service, programs and activities
- Service users/funding providers
- Staff requirements
- Employment and work practices
- Management decision making processes
- Building and other resources
- Levels and sources of funding
- Legislative and statutory framework
- Technological changes
- Internal and external policies
- Community expectations

*Research sources will include:*

- Statutory/government bodies
- Commonwealth and state government reports
- Peak bodies
- Political party policy
- Academic studies
- Commission of inquiry, royal commissions, senate inquiries reports
- Professional associations journals and projects
- Conferences, seminars, visiting speakers
- Publications, newsletters
- Media
- Social action and research bodies

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Developing and implementing organisational policies and procedures indicated in the Range Statement
- Consulting research sources identified in the Range Statement
- Working with aspects of organisational change as identified in the Range Statement

*Essential knowledge:*

- A range of approaches to organisational planning and management
- Community consultation mechanisms
- Marketing and promotion
- Organisational change strategies
- Relevant government policies and systems
- Principles and practices of change management theory
- Scope and operation of the industry
- The services and products of the research sources listed in the Range Statement
- Funding/income strategies

*Essential skills:*

- Continuous improvement principles and practices
- Literacy
- Communication and negotiating with senior level decision makers and community leaders
- Preparing and delivering public presentations
- Community consultation
- Planning and review processes
- Coordinating a complex range of issues and relationships
- Analysis
- Leadership and motivation
- Service quality maintenance
- Financial management and maintenance

## EVIDENCE GUIDE

*Resource implications:*

Access to appropriate workplace where assessment can be conducted or

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on more than one occasion or evidence gathered that provides evidence of competence over a period of time

*Context of assessment:*

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions





## UNIT CHCORG11B

## Lead and develop others

### Unit Descriptor

Achieving identified work outcomes through managing, leading and developing individuals and teams in the work group or organisation.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Provide leadership, direction and guidance to the organisation | <ul style="list-style-type: none"><li>1.1 Briefings on work goals, plans and operational issues are provided regularly to work groups to minimise role ambiguity and maximise effectiveness</li><li>1.2 Encouragement is provided to develop new and innovative work practices and strategies to optimise work outcomes and better meet client needs</li><li>1.3 A high standard of performance and practice is modelled to staff</li><li>1.4 Leadership and supervision appropriate to changing priorities and situations is provided and takes into account the differing needs and backgrounds of individuals, the requirements of the task and client needs</li><li>1.5 Diversity in knowledge, skills and approaches of individuals is utilised to enhance work outcomes</li><li>1.6 Principles and practices of equal employment opportunity, occupational health and safety and participative work practices are modelled and promoted to staff</li></ul> |
| 2. Maximise own performance outcomes                              | <ul style="list-style-type: none"><li>2.1 Effective time and work management techniques including monitoring workflow and outcomes are used to meet priorities and achieve identified objectives</li><li>2.2 Work is planned and progress monitored to minimise effects of unexpected outcomes</li><li>2.3 All work undertaken complies with established policies and procedures especially those relating to anti discrimination and occupational health and safety</li><li>2.4 Work practices are reviewed and revised regularly to assist achievement of identified objectives</li><li>2.5 Opportunities are sought and taken for continuous self development/learning</li></ul>  |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 3. Manage effective work relationships               | <ul style="list-style-type: none"><li>3.1 The link between the function of the group, the goals of the organisation and the responsibilities of individuals are clearly articulated and communicated to staff routinely</li><li>3.2 Participative decision making processes are used routinely to allocate responsibilities and develop, implement and review work of the group</li><li>3.3 Where relevant, conflict is identified and resolved with minimum disruption to workgroup function and in accordance with organisational procedures</li><li>3.4 Allocation of tasks is within the competence of staff and is supported by appropriate delegation and training</li><li>3.5 Interpersonal styles and methods are adjusted to the social and cultural context</li><li>3.6 Communication and interaction with colleagues and management reflects a variety of appropriate techniques</li></ul>   |
| 4. Manage and improve the performance of individuals | <ul style="list-style-type: none"><li>4.1 The performance of the group in achieving objectives is monitored, reviewed regularly and used as the basis for further allocation of work</li><li>4.2 Individual outcomes are monitored and reviewed in consultation with the workgroup to measure and assess progress against objectives and identify issues for attention or further work</li><li>4.3 Work practices are revised as required to achieve workgroup and corporate goals</li><li>4.4 Performance problems are addressed in a fair, constructive and timely manner in accordance with relevant guidelines, procedures and natural justice</li><li>4.5 Individual and group progress is monitored and regular feedback provided to optimise achievement of organisational objectives</li><li>4.6 Support is provided to the work group to develop mutual commitment and cooperation</li><li>4.7 Workgroup effectiveness is promoted and encouraged through active participation in group activities and communication processes</li></ul> |

| <b>ELEMENT</b>                                       | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 5. Support, participate and review group development | <ul style="list-style-type: none"><li>5.1 Development plans are put in place for each staff member with relevant development activities identified</li><li>5.2 An action plan to meet individual and group training and development needs is developed, agreed and implemented</li><li>5.3 Staff are encouraged and supported in applying skills and knowledge in the workplace</li><li>5.4 Relevant specialist training which is required is identified and delivered, if required</li><li>5.5 Appropriate training is arranged and provided to meet individual and organisational needs</li><li>5.6 Staff are encouraged and supported to attend training courses and to take up other development opportunities</li></ul> |
| 6. Support and develop managers                      | <ul style="list-style-type: none"><li>6.1 Managers are provided with personal and career development opportunities from within and outside of the organisation</li><li>6.2 Regular meetings are held with managers to review, adjust and develop strategies and priorities</li><li>6.3 Priority tasks are agreed and achievement of work plans is monitored to maximise organisational effectiveness</li><li>6.4 The overall performance of managers is monitored and feedback provided regularly in an appropriate manner</li><li>6.5 Opportunities are provided for targeted professional development</li></ul>  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Relevant information affecting the workgroup can include:*

- Relevant legislation
- Corporate and strategic plans, including human resource management and human resource development strategic plans
- Work area business plans
- Industrial awards
- Personnel management guidelines and circulars
- Quality standards

*Training and development opportunities can include:*

- Formal internal and external courses
- On the job training
- Placements at the same level, work experiences and assignments, and higher duties
- Assisted formal study
- Conference and seminar attendance
- Support for professional development activities
- Induction and orientation

*Procedures and guidelines can include:*

- Financial/administrative procedures
- Fraud prevention
- Occupational health and safety

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of evidence:*

- Works effectively in a team environment
- Uses both participative and consultative management practices
- Provides appropriate development opportunities

*Essential knowledge:*

- Human resource development and management principles and practices
- Budget processes
- Effective team management

*Essential skills:*

- Effective communication and interpersonal skills including:
  - Language competence required to fulfil the procedures of the organisation/service. Language used may be English, signing or a community language
  - Literacy competence required to fulfil the procedures of the organisation/service. Language used may be English or a community language
  - Negotiation
- Time management and work planning
- Awareness and understanding of effective individual and team operations

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on more than one occasion

## EVIDENCE GUIDE

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCORG12B

## Review organisational effectiveness

### Unit Descriptor

Managing the continuous improvement of practices of the organisation.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Respond to the external environment | 1.1 Strategies are implemented to continually identify and analyse relevant external trends in terms of their impact on the organisation, its clients and the community  |
|  | 1.2 Strategies are implemented to ensure organisational practices and policies reflect current statutory and legislative requirements  |
|  | 1.3 Best practice and comparison data is gathered and used to identify potential areas for improvement to respond to changes and trends  |
|  | 1.4 Mechanisms are implemented to collect feedback from clients, target groups and the community which is used to review organisational effectiveness and the relevance of strategic and business plans  |
| 2. Implement continuous improvement    | 2.1 Appropriate mechanisms for performance evaluation are used to measure organisational effectiveness including review of: <ul style="list-style-type: none"><li>– Financial and personnel performance data</li><li>– Client satisfaction levels</li><li>– Compliance with current legislative/statutory requirements</li><li>– Protocols, practices and procedures</li><li>– Staff competency levels</li><li>– Staff planning, recruitment and training</li><li>– Information technology</li></ul> |
|  | 2.2 Organisational practices and procedures are revised as appropriate to reflect the outcomes of performance evaluation   |
|  | 2.3 Consultation, including with staff and relevant industrial parties, is undertaken to facilitate implementing organisational improvements   |
|  | 2.4 Appropriate quality assurance procedures are developed and routinely applied and are reviewed for continuing relevance   |

| <b>ELEMENTS</b>                     | <b>PERFORMANCE CRITERIA</b>   |
|-------------------------------------|---|
| 3. Refocus the organisation/service | <ul style="list-style-type: none"><li>3.1 Information is regularly collected on changing client and community needs and used to review the continuing relevance and effectiveness of services provided</li><li>3.2 Where there are indicators that organisational services, practices and directions need to change to reflect changing client requirements, the policy or financial environment or community directions, a full range of options are explored to ensure that revisions are appropriate and meet needs</li><li>3.3 Where appropriate, alterations are made to strategic plans and organisational objectives and priorities, to reflect changing directions in service delivery</li><li>3.4 Consultative processes are routinely used to ensure staff, clients and stakeholders support changed arrangements</li><li>3.5 Appropriate training is provided for staff to enable maximum outcomes from continuous improvement processes</li></ul> |



## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Service/agency improvement options may include:*

- Continuous improvement processes
- Best practice management approaches
- Process re-engineering
- Quality assurance mechanisms

*Relevant trends and developments may include:*

- Political/social
- Economic
- Demographic
- Changes in technology
- Impact of changing policies and services

*Internal trends/developments may include:*

- Level of staff skill and commitment
- Industrial relations issues
- Staffing levels
- Changes to staff and management
- New policies and work practices
- Quality assurance standards
- Client expectations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

This unit is based on the Small Business Management cross-industry competency standards Aug 1995 of the same name.

### *Critical aspects of evidence:*

- Practices are developed and implemented which improve organisational effectiveness
- Consultation occurs with staff and other relevant parties

### *Essential knowledge:*

- Strategic planning principles and approaches
- Process re-engineering
- Quality assurance
- Organisational management and development

### *Essential skills:*

Effective communication and interpersonal skills including:

- Language competence required to fulfil the procedures of the organisation/service. Language used may be English, signing or a community language
- Literacy competence required to fulfil the procedures of the organisation/service. Language used may be English or a community language
- Negotiation
- Time management and work planning
- Awareness and understanding of effective individual and team operations

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on one or more occasions to enable assessment of all aspects of competence in review of organisation effectiveness

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.



## UNIT CHCORG13B

## Manage organisational strategic and business planning

### Unit Descriptor

Undertaking ongoing strategic planning to assist in continual improvement of the service or organisation.

| ELEMENT                                    | PERFORMANCE CRITERIA  |
|--|---|
| 1. Formulate a strategic and business plan | <ul style="list-style-type: none"><li>1.2 The desired direction and goals of the organisation are developed in consultation with relevant stakeholders to reflect client needs</li><li>1.3 The strategic plan is developed on the basis of information obtained through research into client needs, resource requirements, interests of key stakeholders and business viability</li><li>1.4 A financial plan is formulated to estimate cash flow projections, provide budgetary information and define implementation/service plans</li><li>1.5 The work/service plan is formulated, and aims at supplying services which meet client expectations and satisfies quality assurance criteria</li><li>1.6 The plan identifies options for delivery of service in accordance with budgetary constraints, human resource requirements, client requirements and agency objectives</li><li>1.7 Promotional strategies are developed to communicate benefits of the service to the clients</li><li>1.8 Risk management strategies are developed according to agency needs</li><li>1.9 All aspects of the business plan are mutually supportive</li></ul> |
| 2. Apply the strategic and business plan   | <ul style="list-style-type: none"><li>2.1 Appropriate operational and revenue control systems are implemented and routinely evaluated for their ability to provide systematic support to the agency</li><li>2.2 Systems and key performance indicators and targets are identified and used to monitor agency performance and client satisfaction</li><li>2.3 The organisation's business plan is clearly communicated to relevant stakeholders and staff to ensure their understanding and support</li><li>2.4 Appropriate organisational structures are designed/redesigned and implemented to optimise achievement of organisational goals and stakeholder expectations</li></ul>   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

- The strategic plan will depend on:*
- Size and scale of the service/organisation
  - The client focus and needs
  - The level of available funding and the need to raise finance
  - The level of risk involved
  - Service/organisational philosophy
  - The community within which it operates

- The strategic plan should include:*
- Mission, goals and objectives
  - Strategies for achieving goals
  - Work plans
  - Income and expenditure statement
  - Cash flow forecast
  - Quality assurance mechanisms
  - Performance measures

- The financial plan takes account of:*
- Current financial state of the organisation
  - Financial performance to date
  - A review of financial inputs required sources and forms of finance
  - Projections of likely financial results budgeting
  - Risks and measures to manage or minimise risks
  - Forms of finance including working capital, fixed capital, debt and equity capital

- Sources of finance may be:*
- Through donations
  - Financial institutions
  - Industry sources
  - Government sources
  - Borrowing/investments
  - Commercial activities

- Projections may include:*
- Resource requirements
  - Estimates of profit and loss
  - Cash flow estimates

## RANGE STATEMENT

*Stakeholders may include:*

- Providers of finance
- Clients
- Suppliers of resources
- Community
- Industry associations
- Workers
- Management
- Government and/or funding bodies

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

- Critical aspects of assessment:*
- Business plan is part of and assists in improvement of the service or organisation
  - Consultation with relevant people take place
  - Business plan meets legislative and legal requirements

- Essential knowledge:*
- Strategic planning principles and approaches
  - Process re-engineering
  - Quality assurance
  - Organisational development and management

- Essential skills:*
- Negotiations
  - Time management and work planning
  - Awareness and understanding of effectiveness of individuals and teams in the service
  - Effective communication and interpersonal skills including:
  - Language competence required to fulfil the procedures of the organisation/service. Language used may be English, signing or a community language
  - Literacy competence required to fulfil organisation's procedures. Language used may be English or a community language
  - Numeracy competence required to complete financial plans for the organisation

- Resource implications:*
- Access to appropriate workplace where assessment can be conducted or
  - Simulation of realistic workplace setting for assessment

- Consistency in performance:*
- Assessment may include observations, questioning and evidence gathered from the workplace
  - Assessment may take place on more than one occasion but must cover assessment of all aspects of formulating and applying a business plan

- Context of assessment:*
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.



## UNIT CHCORG14B

## Manage a service organisation

### Unit Descriptor

Planning and monitoring the development direction and changes of a complex organisation, range of programs or major program area.

### ELEMENTS

### PEFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Coordinate organisational planning                                  | 1.1 Appropriate strategic alliances are identified and participation is negotiated and maintained   |
|  | 1.2 The overall purpose and philosophy of the organisation are identified and translated into a written or recorded set of aims and objectives which are clearly understood, measurable and attainable and evaluated as appropriate |
|  | 1.3 Appropriate corporate planning processes which maximise consultation and devolution of planning, are implemented  |
|  | 1.4 Appropriate corporate planning process which ensure responsiveness to client needs are implemented  |
|  | 1.5 Appropriate consultation is undertaken with relevant people and agencies  |
|  | 1.6 Appropriate management structure and process is established to coordinate corporate planning, advise decision makers and to reflect principles and philosophy of the objectives   |
|  | 1.7 The way in which the values and beliefs of workers and stakeholders may influence the defined organisational purpose and philosophy is analysed and communicated to all relevant participants                                   |
|  | 1.8 Resources are made available as appropriate to support the planning processes at all levels   |
|  | 1.9 Systems, processes and timeframes are developed for all aspects and components of the planning process  |
| 2. Design and implement the structures and process of the organisation | 2.1 An appropriate structure is determined for the organisation to match organisational philosophy and purpose  |
|  | 2.2 Lines of decision making and accountability are developed, agreed, implemented and monitored  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |     |  |
|--|-----|--|
|  | 2.3 | Budgets are prepared in line with the strategic plan and make allowance for all requirements and components of planning and implementation of programs and services        |
|  | 2.4 | Financial accountability systems are established which meet agreed organisation best practice provisions   |
|  | 2.5 | Planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions  |
|  | 2.6 | Planning guidelines and systems are developed which are clear, fully documented and accessible to all involved   |
| 3. Implement evaluation processes                                    | 3.1 | Appropriate consultations are held with stakeholders to examine issues and trends; and outcomes are advised to decision makers as required                                 |
|  | 3.2 | All required reporting is completed in a timely way in accordance with organisational requirements   |
|  | 3.3 | Appropriate evaluation arrangements are identified, developed and implemented with representation from relevant stakeholder groups   |
|  | 3.4 | Advice is prepared and provided to decision makers within the negotiated format and timeframe  |
| 4. Enable organisation to meet legal requirements                    | 4.1 | Mechanisms are implemented to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to                                    |
|  | 4.2 | Information about current legal requirements is updated regularly and if appropriate, proposals to modify organisational policy and procedures developed                   |
| 5. Establish the profile of the organisation and market its services | 5.1 | Formal and informal networks are used as channels to communicate the organisation's activities and achievements  |
|  | 5.2 | A range of communication mediums and activities are used to convey information about the activities and achievements of the organisation to encourage support and interest |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |     |  |
|--|-----|--|
|  | 5.3 | Opportunities to promote the organisation through media, government and the community are sought and utilised  |
|  | 5.4 | Confidentiality and sensitivity is displayed in the details, content and extent of public comment on organisation's activities   |
| 6. Give direction for the effective management of the organisation | 6.1 | When required policies and procedures for the employment role of the organisation are developed, articulated and their implementation monitored                                      |
|  | 6.2 | Problems in implementing defined procedures are addressed promptly to ensure resolution  |
|  | 6.3 | Reports which comprehensively and accurately describe the organisation's activities and achievements are prepared and presented to relevant stakeholders and management, as required |
|  | 6.4 | When required, management board meetings are serviced to ensure effective and informed deliberations and decision-making   |
|  | 6.5 | Mechanisms for effective coordination of activities and services are identified and implemented  |
| 7. Manage changes in the organisation                              | 7.1 | Policy, social, political and economic trends are identified and assessed for potential impact on the organisation   |
|  | 7.2 | Management and work practices are assessed and revised relative to social, political and economic trends and impacts   |
|  | 7.3 | Indicators for change within the organisation are defined and monitored  |
|  | 7.4 | Opportunities for positive change are identified and promoted and appropriate work is undertaken to maximise support from staff, clients and stakeholders                            |

## RANGE STATEMENT

*Strategies for the development of policies, practices and standards may include:*

- Change management
- Organisational development

*Indicators for change include:*

- Staff
- Management committee
- Organisational executive management turnover
- User involvement
- Level of commitment to organisation's aims and objectives
- Relationship with external agencies
- Change in government policies and associated change in organisational focus

*Communication designed to promote the organisation include:*

- Verbal presentations
- Letters
- Brochures
- Fliers and other written advertisements
- Poster and other artwork and audiovisual advertisements

*Organisational change related to:*

- Nature and focus of service, programs and activities
- Changing service users
- Staff requirements
- Employment and work practices
- Management decision making processes
- Membership changes
- New buildings and other resources
- Different levels of funding
- Legislative change
- Technological change
- External policy change

*Strategic alliances will include:*

- Industry networks
- Professional associations
- Other key agencies/organisations
- Political parties and committees

## RANGE STATEMENT

- Key government officers
- Ministerial advisers and staff
- Ministerial advisory committees
- Key public policy and decision makers
- Funding agencies
- Business leaders
- Community leaders
- Social/economic/political researchers, analysts and advisers
- Media
- Special interest groups
- Specialist services

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Strategic planning
- Managing organisational change
- Developing strategies for adapting organisation to changes
- Designing strategies to involve and communicate with all major stakeholders

### *Essential knowledge:*

- Best practice including:
  - Management systems and principles
  - Performance standards
  - Accountability
  - Training and skills development and recognition
  - Administrative systems and principles
  - Service quality development
  - Consumer focus
  - Enterprise agreements
  - Performance monitoring and review
- Statutory and legislative requirements including:
  - Occupational health and safety
  - Industrial relations/enterprise contracts
  - Non discrimination
  - Equal employment opportunities principles and practice
  - Funding/service contracts/agreements
  - Corporate affairs/incorporation/Australian Securities Commission
  - Taxation

### *Essential skills:*

- Strategic thinking
- Decision making
- Environmental scanning
- Analysis/evaluation
- Facilitation
- High level liaison
- High level oral and written communication

## EVIDENCE GUIDE

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.





## UNIT CHCORG15B

## Promote the organisation

### Unit Descriptor

Developing and implementing promotional strategies and activities to maximise organisational effectiveness.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Design and implement a promotional strategy         | 1.1 A profile of all potential users of the organisation is developed and maintained as part of the organisational strategic and business plan |
|  | 1.2 Resources required to effectively promote the service are assessed and obtained  |
|  | 1.3 Promotional materials are developed and made accessible to all target groups   |
| 2. Monitor, evaluate and review the promotion strategy | 2.1 Goals for service use by identified client groups are set and monitored in accordance with organisational procedures                       |
|  | 2.2 Feedback mechanisms are established and utilised to review and evaluate the impact of service provision and promotional strategies         |
|  | 2.3 Service provision and promotional activities are adjusted as appropriate   |

## RANGE STATEMENT

|  |  |
|--|--|
| <i>Resource needs will include:</i>        | Staff and physical equipment/materials required to promote the organisation effectively  |
| <i>Promotional materials will include:</i> | <ul style="list-style-type: none"><li>• Activities such as workshops/forums/presentations/information displays</li><li>• Articles or advertisements in local or national media</li><li>• Information about the funding program and organisational eligibility criteria</li></ul> |
| <i>Appropriate people will include:</i>    | <ul style="list-style-type: none"><li>• Clients</li><li>• Colleagues</li><li>• Funding bodies</li><li>• Other related service providers as appropriate</li><li>• Other key stakeholders</li><li>• Community health workers</li></ul>   |
| <i>Feedback mechanisms may include:</i>    | Surveying clients by questionnaire, informal discussion and/or focus groups  |

## EVIDENCE GUIDE

*Critical aspects of assessment:* Effectively promotes the organisation using appropriate strategies

*Essential knowledge*

- Knowledge of the users and potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities
- Factors which lead to a client being eligible and having priority for service
- Factors which might hinder access to service
- Funding program guidelines
- Organisational guidelines for service
- Marketing/promotional techniques appropriate to the client group and community
- Range of local community services and health agencies

*Essential skills:*

- Research
- Marketing/promotion
- Communication
- Networking
- Research
- Budgeting
- Report writing
- Evaluation
- Presentations
- Negotiation

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace eg. Promotional material developed, written strategies for targeting audience etc.

## EVIDENCE GUIDE

- It is recommended that assessment take place on more than one occasion to ensure that all aspects of promotion are assessed ie design, monitor and evaluate promotional strategy

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCORG16B Manage training

### Unit Descriptor

Planning, developing and implementing training as a specialist activity to address individual skill levels to optimise organisational performance.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Maintain training records                 | <p>1.1 An appropriate means of storing and accessing information on trainees, training programs and equipment, materials and resources is established and maintained according to:</p> <ul style="list-style-type: none"><li>– Organisational policies and procedures</li><li>– Legislative requirements</li><li>– Need to protect confidentiality</li></ul> <p>1.2 Training records are stored securely and are made available to authorised persons and trainees when required according to organisational procedures</p>   |
| 2. Report and advise on training             | <p>2.1 Reports on training related matters are prepared and provided to teams and management as required in accordance with organisational policies and procedures</p> <p>2.2 The impact of training on skill levels and improvements in service are identified and communicated to relevant personnel</p> <p>2.3 Recommendations are made to teams and management on desirable future training initiatives based on organisational objectives and identified training needs</p> <p>2.4 Information on training techniques and trends, as well as training literature is maintained and made accessible to staff</p> <p>2.5 Implementation of current training trends and practices is promoted in the organisation</p> |
| 3. Manage training expenditure and resources | <p>3.1 The training budget is prepared and written to reflect organisational resourcing and budget limits and training need priorities</p> <p>3.2 Records of training including expenditure and costs are maintained and used to develop recommendations for future action</p> <p>3.3 Required training resources are maintained according to organisational procedures</p>   |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |     |  |
|--|-----|--|
|  | 3.4 | Appropriate training resources and materials are made available as required  |
|  | 3.5 | Appropriate staff are allocated to training activities   |
|  | 3.6 | Funding sources are accessed wherever available to assist in providing training opportunities  |
| 4. Maintain training activities within organisational and legal requirements | 4.1 | Training activities are managed and evaluated to determine effects on achieving organisational goals and to ensure compliance with relevant policies, awards and legislation |
|  | 4.2 | Training activities are managed to take due account of relevant training reform policies and initiatives   |

## RANGE STATEMENT

*The contexts for managing training include:*

- As a manager of a training and development unit/branch/section
- As a manager of a work area/unit/program

*Managing training will be carried out within requirements established by:*

- Organisational mission, direction, policies
- Relevant human resource management policies and procedures
- State and commonwealth legislation
- Organisational policies and procedures
- Relevant program standards
- Adult learning principles and education policy
- Training and development principles
- Resourcing arrangements
- Competency based training principles and practices
- Relevant professional bodies

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Develops systems for planning, delivering and monitoring training</li><li>• Manages budget processes</li><li>• Applies current trends and practices in training</li><li>• Applies legislative requirements</li></ul>                                    |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Principles and practices of human resource development</li><li>• Organisational strategic directions and objectives</li><li>• National policy and principles related to training</li><li>• Strategic and financial planning models/principles</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Report and submission preparation</li><li>• Financial analysis and planning</li><li>• Application of information technology</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>   |
| <i>Consistency in performance:</i>     | <ul style="list-style-type: none"><li>• Assessment may include observations, questioning and evidence gathered from the workplace</li><li>• Assessment may take place on one occasion but must include all aspects of managing training</li></ul>   |
| <i>Context of assessment:</i>          | <p>This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.</p>  |



## UNIT CHCORG19B

## Develop and maintain the quality of service outcomes

### Unit Descriptor

To develop and maintain quality service outcomes within the Community services industry

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Evaluate outcomes for clients accessing the service       | 1.1 The service's philosophy, goals and objectives based on client service delivery are clearly stated and used to design criteria for evaluation |
|  | 1.2 The effects of services on all clients are investigated and documented  |
|  | 1.3 The quality of the program is monitored according to relevant standards of the service and industry   |
|  | 1.4 A range of appropriate processes are used to review client service outcomes   |
|  | 1.5 Feedback mechanisms are established and used to involve all users of the service  |
|  | 1.6 Mechanisms are established to provide clients with information about evaluation results   |
|  | 1.7 All relevant parties are involved in evaluation processes   |
|  | 1.8 Information gained from the evaluation is communicated to relevant parties  |
| 2. Plan and implement changes/strategies to improve outcomes | 2.1 A plan to develop the quality of service is designed and implemented with others  |
|  | 2.2 Policies are designed and implemented to foster quality service   |
|  | 2.3 Information about the plan and the processes to be used are provided to relevant parties  |
|  | 2.4 A plan to develop the quality of service is designed to ensure participation by all those involved  |
|  | 2.5 Complaints are responded to, investigated and used as feedback to improve outcomes  |
|  | 2.6 Priorities, immediate goals and long term goals for improving quality of service are included in plan   |
|  | 2.7 Resources required are obtained or requested from appropriate sources   |

| <b>ELEMENTS</b>  | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 3. Ensure client service standards and codes of practice | <ul style="list-style-type: none"><li>3.1 Service criteria regarding quality are regularly communicated to all stakeholders</li><li>3.2 Procedures are established to check that appropriate practice is carried out</li><li>3.3 Good practice is modelled and demonstrated to all workers</li><li>3.4 Information about good practice is provided to all stakeholders</li><li>3.5 Examples of good practice are promoted to workers</li><li>3.6 Workers are regularly reminded of service standards and organisational expectations</li><li>3.7 Issues are confronted with workers and a plan for improvement developed</li><li>3.8 A focus on outcomes for the client is promoted</li></ul> |
| 4. Manage quality assurance processes                    | <ul style="list-style-type: none"><li>4.1 Appropriate planning is undertaken to ensure involvement of all parties in quality improvement processes</li><li>4.2 Continuous improvement processes are defined and their implementation is monitored to ensure quality client service delivery</li><li>4.3 Processes are implemented to promote continuous improvement in the workplace</li><li>4.4 The outcomes of client services are continuously evaluated for impact on the local community</li></ul>   |

## RANGE STATEMENT

*The process of evaluating outcomes for clients will vary according to the location of the service. Processes may include:*

- Observation
- Review discussions
- Gathering feedback from clients via surveys
- Collating observations of workers and interpreting data

*The effects of services on different clients may include:*

- Social/emotional/physical/wellbeing
- Whether client's needs are met
- Changing the circumstances for the client

*Relevant standards which maybe used to monitor a service may be:*

- Licensing requirements
- Quality assurance
- Legal/legislative requirements
- Accreditation principles
- Service guidelines and policies
- Occupational health and safety
- Guidelines of funding body

*Relevant parties/stakeholders may include:*

- Carers and significant others of clients
- Management committee
- Funding bodies
- Other professionals
- Workers
- Clients
- Community members
- Experts

*A plan to develop the quality of service may include the development of:*

- Effective reporting and complaints mechanisms
- Staff training/development of management skills
- Meetings and information exchanges

*Procedures to check appropriate practice may include:*

- Observation
- Gathering feedback from all involved
- Co-participating
- Meetings – discussion
- Auditing by outside experts

## RANGE STATEMENT

*Quality assurance systems may include:*

- Continuous improvement systems
- Accreditation systems
- Quality systems
- Organisation's own internal system

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i>     | <ul style="list-style-type: none"><li>• Evaluation processes are based on relevant service and industry standards</li><li>• Application of a model of quality service delivery</li></ul>   |
| <i>Interdependent assessment of units:</i> | <p>This unit is recommended to be assessed with other unit/s:</p> <ul style="list-style-type: none"><li>• CHCPOL4A Develop and implement policy</li></ul>  |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Structure of service/organisation</li><li>• Network of relevant services</li><li>• Service guidelines</li><li>• Knowledge of legal/legislative requirements</li><li>• Quality assurance processes relevant to service type</li><li>• Mission statements, philosophical statements of organisation</li><li>• Community needs</li><li>• Needs of clients of all abilities, disabilities</li><li>• Cultural background, values and beliefs</li><li>• Up to date knowledge of “good practice”</li><li>• Role model</li><li>• Ethics, duty of care</li><li>• Rights of clients</li><li>• Relevant accreditation principles eg. QIAS and service standards</li></ul> |
| <i>Essential skills:</i>                   | <ul style="list-style-type: none"><li>• Cross cultural communication</li><li>• Observation and analysis of information</li><li>• Goal setting</li><li>• Data collection</li><li>• Leadership</li><li>• Persuasive communication</li></ul>  |
| <i>Resource implications:</i>              | <p>Access to an appropriate workplace or simulated workplace setting where assessment can be conducted</p>   |

## EVIDENCE GUIDE

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered in the workplace
- It is recommended that assessment take place on more than one occasion

*Context of assessment:*

This unit may be assessed on the job or under simulation

## UNIT CHCORG20B

## Promote and represent the service

### Unit Descriptor

Promote and represent the organisation to the community.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Promote community awareness of the clients, their needs and their importance | 1.1 Presentations are prepared and delivered in a way appropriate to the target group<br>1.2 Presentations are designed to be relevant to the concerns/interests of the target group  |
| 2. Promote the service to increase its profile in the community                 | 2.1 Stakeholders and supporters in the community are identified and their particular interest and resources are identified<br>2.2 Communications are targeted to areas where the profile needs raising or clarifying<br>2.3 Opportunities for the community to view and contribute to the service are facilitated<br>2.4 A range of materials and resources providing information to the community are prepared and used<br>2.5 A range of different methods of promotion are used<br>2.6 A strategy to review the profile of the service in the community is developed and in use<br>2.7 Information campaigns are developed to address particular issues, as required<br>2.8 Opportunities for involvement in the community are considered and utilised as relevant<br>2.9 Staff participation in appropriate forums is encouraged<br>2.10 Press and other publicity is utilised appropriately<br>2.11 Accurate and positive information is provided to the community to develop a positive community image |
| 3. Represent the service  | 3.1 The service's philosophy, purpose, policies and procedures are represented clearly and accurately<br>3.2 Questions and concerns about the service are responded to and followed up<br>3.3 The service's need for resources is represented to appropriate forums/organisations<br>3.4 The perspective and experience of the service is represented to relevant forums  |

| <b>ELEMENTS</b>   | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 4. Respond to negative publicity and perceptions, as required | <ul style="list-style-type: none"><li>4.1 Negative publicity and perceptions are analysed for potential outcomes and implications for the service</li><li>4.2 Spokespersons are listened to carefully in order to develop an understanding of their position</li><li>4.3 Advice is sought from stakeholders and supporters in the community if required</li><li>4.4 A spokesperson is nominated to represent the service if required</li><li>4.5 Communications used do not exacerbate existing negative perceptions</li><li>4.6 Organisational policies are reviewed in light of issues raised, as appropriate</li><li>4.7 A strategy to deal with negative publicity and perceptions is developed and implemented</li></ul> |



## RANGE STATEMENT

*Promotion methods may include:*

- Public speaking
- Articles and reports in local media
- Press releases
- Liaison
- Lobbying
- Leaflets
- Radio interviews
- Posters

*Presentations may need to vary according to the needs of the target group. These variables may include:*

- Age
- Language
- Cultural beliefs and practices

*Aspects that may be promoted include:*

- Needs for community support
- Contribution of families to the workplace and/or community
- Examples of achievements
- Breaking down stereotypes
- Dispelling myths
- Changing needs in the community with regard to child care needs

*Promotion and representation of the service may be targeted to:*

- The local community
- Specific stakeholders or key people
- Specific groups within the community
- Organisations who have a related role
- Existing and potential referral sources
- Parent groups
- Service users
- Government agencies
- Existing and potential funding sources
- Local schools etc.

## RANGE STATEMENT

*Representation may be required  
in a range of contexts such as:*

- Meetings and forums
- Consultation processes
- Enquires to the service
- Training opportunities
- Conferences
- Parent seminars/evenings
- Community education

*Managing negative publicity, as  
well as promoting a service may  
depend on:*

The financial resources of the service/organisation

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | Developing and delivering an effective and convincing promotion of the organisation   |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Current trends in client service delivery</li><li>• Range of child care services and their provision of service</li><li>• Ideas about issues where promotion is required relevant to the service</li><li>• Awareness of current issues/concerns/debates in the child care arena</li><li>• Relevant accreditation principles and service standards</li></ul>                               |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Communication skills, both written and spoken</li><li>• Negotiation skills</li><li>• Conflict resolution skills</li><li>• Basic skills in presenting information clearly and with impact</li><li>• Commitment to service/field</li><li>• Networking skills</li><li>• Being able to listen to and investigate other points of view about children's services and their practices</li></ul> |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can be conducted, or</li><li>• Simulation of realistic workplace setting for assessment</li></ul>  |
| <i>Consistency in performance:</i>     | <ul style="list-style-type: none"><li>• Assessment may include observation, questioning and evidence gathered from the workplace environment</li><li>• Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion</li></ul>  |
| <i>Context of assessment:</i>          | Assessment may be on the job or under simulation  |



## UNIT CHCORG21B

## Act as a resource to other services

### Unit Descriptor

This unit describes the requirement for worker to act as a resource to other services.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Identify needs/issues in consultation with the service                        | <p>1.1 All relevant people/stakeholders are consulted to identify main issues and relevant information</p> <p>1.2 Different perceptions about issues are identified</p> <p>1.3 Contextual pressures, restraints and resources relevant to issues are identified</p> <p>1.4 Areas of common understanding are identified</p>   |
| 2. Provide information and advice  | <p>2.1 Appropriate and relevant information materials are developed and provided in suitable formats and a timely manner to address issues and needs of services</p> <p>2.2 Meetings are organised and facilitated</p> <p>2.3 The confidence of workers in the services is appropriately safeguarded and developed</p> <p>2.4 Alternative processes/structures to improve the service are recommended</p> <p>2.5 Innovative models for service delivery are developed and communicated</p> <p>2.6 Services which can offer additional advice or information are identified and recommended</p> <p>2.7 Appropriate information is provided to extend people's awareness of potential outcomes and strategies</p> |
| 3. Develop and implement models and strategies, in consultation with the service | <p>3.1 A range of options are discussed and an action plan is developed with relevant people</p> <p>3.2 A process for review and follow up is included in the plan</p> <p>3.3 Strategies are implemented with service personnel as requested and needed</p> <p>3.4 Resources to implement the action plan are identified and the service supported to gain them</p> <p>3.5 Demonstrations are provided as required to assist implementation of new approaches</p> <p>3.6 Appropriate support coaching is provided to develop necessary competence</p> <p>3.7 Mediation and negotiation is undertaken as required to assist in resolving any conflict</p>  |

## RANGE STATEMENT

*Identification of needs/issues in the service may be via:*

- Observation of environment, interactions, practices, equipment, program
- Conversations
- Meetings
- Collecting and analysing data eg. promotional materials, demographic information, policies, programs
- Analyse feedback from parents, community members etc.
- Visiting service

*Issues and needs of services may include:*

- Development of administration and management structures and processes
- Viability of service
- Establishment of service
- Communication difficulties
- Unresolved conflict
- Accountability

*Information may be provided to the service through:*

- Telephone
- Regional/local meetings
- Written materials
- Face to face

*Conflict may be between:*

- Staff and management
- Service and sponsoring body
- Service and funding/legislative representative
- Staff and staff
- Service and community group

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Capacity to integrate a range of current thinking and practice in the area of service delivery to define an operational framework which meets client needs and is consistent with organisational practice
- Capacity to act as an expert to influence others

### *Essential knowledge:*

- Management structures and processes relevant to the service type
- Industrial relations-explain/interpret award, rights and responsibilities of different parties, places to contact for advice
- Legislative requirements for service type
- The development of policies and procedures
- Employment processes
- Budgeting, taxation, superannuation, wages
- Role of external resource person
- Up-to-date knowledge of issues in the sector
- Group dynamics of teams
- Organisational cultures
- Occupational health and safety
- Resources required
- Relevant accreditation principles and service standards

### *Essential skills:*

- Conflict resolution and mediation
- Monitoring, coaching, demonstrating
- Promotion of services
- Meetings-chair, facilitate
- High level communication skills
- Developing written information resources
- Research information that is required
- Reflective practice-awareness of personal bias
- Submission writing
- Lobbying

## EVIDENCE GUIDE

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted, or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion

*Context of assessment:*

Assessment may be on the job or under simulation



## **UNIT CHCORG22A      Contribute to service delivery strategy**

### **Unit Descriptor**

Work is carried out according to organisational guidelines/clients.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |     |  |
|---|-----|--|
| 1. Carry out work activities according to organisational procedures | 1.1 | Responsibilities are identified and followed                         |
|   | 1.2 | Difficulties in carrying duties as required are reported             |
|   | 1.3 | Advice and direction is obtained when appropriate                    |
|   | 1.4 | Contribute to feedback processes as part of organisation improvement |
| 2. Contribute to implementation of service delivery                 | 2.1 | Contribute information when the client service is reviewed           |
|   | 2.2 | Maintain documentation according to continuous improvement processes |
|   | 2.3 | Operate according to organisation's procedures.                      |

## RANGE STATEMENT

*Organisational procedures may include:*

- Plan of care
- Program plan
- Workplace practices
- Care plan
- Code of conduct

*Changes in needs and circumstances may include:*

- Behaviour
- Physical capabilities
- Financial
- Emotional
- Family support
- Housing

*Reports may be verbal or written and may be:*

- By telephone
- Face to face
- Verbal 'handovers' at the end of a shift
- Written
  - Notes
  - Memos
  - Reports
  - Client records

*Appropriate persons from whom advice might be sought include:*

- Colleagues
- Immediate supervisor
- Registered or enrolled nurse
- General practitioner
- Other health workers
- Administrator
- Relatives

## EVIDENCE GUIDE

*Critical aspects of evidence:* Contributes information and opinions to service delivery strategy

*Essential knowledge:*

- Own role and responsibilities delivery services
- Quality improvement processes of the organisation
- Roles and responsibilities of other workers
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of service delivery methodologies
- Basic knowledge of development processes
- Identification of the main needs of specific client groups
- Different religious, cultural, spiritual, physical and ceremonial perspectives
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required. Including:
  - Alcohol and other drugs
  - Cultural and linguistic diversity
  - Risk of self harm
  - Women
  - Men
  - Community education
  - Aboriginal and Torres Strait Islanders
  - Mental health

*Essential skills:*

- Oral communication skills (language competence) required to fulfil organisational procedures. Language used may be English or community language.
- Written communication skills required to fulfil organisational procedures. These may vary from writing a few sentences on a work topic to completing forms. Literacy competence may be required in English or community language

*Resource implications:*

- Access to appropriate workplace where assessment can take place
- Simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

|                                    |   |
|------------------------------------|---|
| <i>Consistency in performance:</i> | Assessment may be gathered over one assessment period   |
| <i>Context of assessment:</i>      | This unit is recommended to be assessed in a workplace setting or one that accurately simulates workplace conditions under the normal range of workplace conditions |

## **UNIT CHCORG23B      Coordinate work**

### **Unit Descriptor**

Performing work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Demonstrate commitment to the delivery of high quality services to clients | 1.1 All work undertaken demonstrates consideration and understanding of the context, models of service delivery, underpinning values and philosophy of the sector             |
|   | 1.2 All work undertaken is consistent with relevant current policies and legislative requirements   |
|   | 1.3 All work reflects an understanding of the issues facing clients and their carers  |
|   | 1.4 All work in the sector demonstrates a commitment to access and equity principles  |
| 2. Develop and implement a framework for quality service delivery             | 2.1 Strategies are devised to ensure the delivery of high quality services which continue to reflect best practice  |
|   | 2.2 Protocols and procedures are established and implemented for managing service delivery to reflect best practice in working in the community services industry             |
|   | 2.3 Barriers within the organisation which impact on the delivery of a high quality service delivery are identified and addressed   |
|   | 2.4 Procedures implemented for management of service delivery are regularly updated to reflect current best practice, relevant legislative changes, and changing client needs |

## RANGE STATEMENT

*Context includes:*

- Statutory framework within which work takes place
- Historical context of work eg changing approaches to working with clients
- Changing social context of work eg. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context eg. government policies and initiatives affecting clients
- Economic context eg. the current economic situation as it relates to and affects clients and the subsequent impact on client needs

*The underpinning values and philosophies of the sector may include:*

- A holistic and client / consumer-centred approach
- Community education
- Promotion of mental health and wellbeing
- Early intervention
- Targeting of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

*Policy and legislative requirements include:*

- Corporations Law
- Disability Discrimination Act
- Equal Employment Opportunity principles
- Freedom of Information Act
- Guardianship Act
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Pharmacy Act
- Poisons Act
- Privacy Act
- Residential Aged Care Service Standards
- Aged Care Act 1997
- Others

## RANGE STATEMENT

*Issues may include:*

- Access to community resources
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Need for support and care
- Development

*A commitment to principles of access and equity includes:*

- Creation of a client oriented culture
- A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

*Rights include principles expressed in:*

- Charters of rights
- Outcomes standards documents
- General human rights
- Freedom from discrimination
- Freedom of information
- Outcomes standards
- Service standards

*Rights may be detailed in:*

- Resident handbooks
- Mission statements
- Legislation
- Industry and organisational service standards

*Rights may include:*

- Privacy
- Confidentiality
- Common law
- To be treated in a dignified, safe and comfortable manner
- To express own feelings
- Freedom of association
- Choice to participate
- Access to complaint mechanisms

## RANGE STATEMENT

*Needs may include:*

- Personal
- Security
- Safety
- Financial
- Accommodation
- Social
- Recreational
- Physical comfort

*Service delivery may include:*

- Care and support
- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Unpaid work

*Strategies may include those to address:*

- Management systems, staffing and organisational development
- Health and personal care of the client
- Client lifestyle
- Physical environment and safety systems
- Accreditation
- Service standards
- Continuous improvement
- Visitors

*Protocols may include:*

- Communication with clients
- Assessment of client needs
- Collection, recording and reporting of information
- Processes for decision making for consideration of client needs



## RANGE STATEMENT

*Barriers may include:*

- Negative personal attitudes and values of staff
- Organisational procedures and practices
- Client service strategies
- Social, cultural and religious
- Physical
- Economic

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- Work provides and supports a high quality of care for clients
- Upholds and supports the rights and interests of clients in the workplace

### *Essential knowledge:*

- Holistic and client centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of confidentiality
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self harm
- Organisational policies, practices and programs relating to the work role
- Organisational occupational health and safety policies and procedures
- Organisational philosophy and guidelines
- Rights and responsibilities of the client
- Understanding of stereotypes of client groups
- Awareness of own attitudes to client groups
- Awareness of discriminatory actions
- Common health problems of the clients and their effects
- Common risks to safety
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care).

## EVIDENCE GUIDE

*Essential skills:*

- Interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group
- Literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Literacy support may include the use of dictionaries, explanations of medical terminology
- Program development, review and revision
- Counselling
- Resource management and financial accountability

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted, or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement

*Context of assessment:*

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions



## UNIT CHCORG24B

## Provide leadership in community services delivery

### Unit Descriptor

Applying a leadership role determined and supported by the community. The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Develop effective leadership role                       | 1.1 The role, responsibilities and parameters for exercising influence are identified and negotiated with key people in the organisation and community to ensure support |
|  | 1.2 Authority and accountability are established according to organisation's guidelines and community requirements   |
|  | 1.3 Factors which will have an impact on leadership style and role are assessed and addressed in the development of individual and organisational practice               |
| 2. Provide direction                                       | 2.1 Consultation structures are developed and maintained to provide support for coordinated planning and decision making   |
|  | 2.2 Strategic alliances with key people are developed and maintained to maximise personal and organisational effectiveness   |
|  | 2.3 Effective communication and interpersonal skills are routinely modeled and promoted  |
|  | 2.4 Appropriate continuous improvement processes are implemented to ensure ongoing effectiveness of work   |
| 3. Promote community work and maintain quality performance | 3.1 The factors which influence the effectiveness of performance are researched and analysed   |
|  | 3.2 Strategies for promoting the effectiveness of community work are developed and implemented   |
|  | 3.3 Strategies for developing and maintaining quality performance are researched and established   |
|  | 3.4 Performance standards and requirements are developed, negotiated, promoted and used to guide organisational and personal work delivery                               |
|  | 3.5 Implementation of changes in practices, policies and procedures is negotiated and promoted to gain support   |

## RANGE STATEMENT

*Factors which may have an impact on community work will include:*

- Composition and nature of the community
- Roles, relationships, obligations, accountability and protocol
- Organisation policy and principles
- Resources
- Other agencies, networks, services
- Government role and policies
- Attitudes, values, beliefs

*Review of community work may include:*

- Internal evaluation
- Internal and external research
- Specifically commissioned research

*Leadership may include:*

- Direct and indirect influence on attitudes, decisions and action
- Formal and informal roles and positions
- Individual and group roles and positions

*Factors influencing effective community services may include:*

- Policy
- Organisation
- Service
- Public
- Government
- Social
- Performance standards
- Service standards
- Resources
- Culture
- Skills
- Competence
- Training/education/development
- Career structures
- Industrial structures

## RANGE STATEMENT

- Social/community/political/economic change
- Coordination/leadership
- Image/morale
- Flexibility/adaptability

*Strategies for promoting effectiveness of community work may include:*

- Evidence gathering
- Presentation in relevant forums and to key people

*Strategies for maintaining quality performance may include:*

- The development and maintenance of relevant industry and practice standards
- Appropriate utilisation of existing community structures and processes

*Requirements for the development of performance and assessment strategies may include:*

- Use of existing standards such as:
- Organisational
- Sector
- Industry
- National
- Enterprise
- Individual
- Curriculum/teaching/education provision
- Assessment models/tools
- Appraisal/recognition of prior learning
- Appeals mechanisms
- Recognition/accreditation
- Research/publications/promotion/information

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- High level leadership to communities to enable achievement of common goals
- Influencing effective practice in community work and/or the community services industries

### *Essential knowledge*

- Models of leadership
- Strategic planning
- Characteristics, relationships, influence and accountability in the community
- Complex cultural awareness and practice
- Policies and theories of community services
- Policies and theories of productivity and human services
- Nature and structure of the community services industry
- Training and education policy systems and provision
- Relevant industrial relations policy, structures and practice
- Relevant legislation
- Research methodologies
- Organisation's guidelines
- Social/political/organisation systems and structures
- Government programs and policies

### *Essential skills:*

- Leadership based on specified objectives and community factors
- Strategic planning designed to achieve identified community outcomes
- Analysis of community relationships
- High level skills affecting organisations, industry and the broadest community, including:
  - Evaluation
  - Communication
  - Negotiation
  - Analysis
  - Developmental practice



## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
| <i>Resource implications:</i>      | Access to appropriate workplace or community or to an environment capable of accurately simulating these |
| <i>Consistency in performance:</i> | Consistency in performance should relate to outcomes required by community leadership                    |
| <i>Context of assessment:</i>      | This unit can be assessed in the workplace, in the community or in relevant simulation                   |



## UNIT CHCORG25B

## Recruit and coordinate volunteers

### Unit Descriptor

This unit deals with developing and supporting volunteer workers in an agency.

### ELEMENTS

### PEFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Identify the need and roles for volunteers in the organisation | 1.1 Potential roles for volunteers are identified   |
|   | 1.2 Roles are discussed and agreed upon by management   |
|   | 1.3 Role descriptions are developed   |
|   | 1.4 Processes for support of volunteers are identified  |
| 2. Recruit volunteers   | 2.1 Volunteers are sought through advertising in relevant media and community networks                            |
|   | 2.2 Interviews with potential volunteers are arranged and completed   |
|   | 2.3 Selections are made and management advised  |
|   | 2.4 Successful volunteers are advised of their selection  |
|   | 2.5 Where necessary, a waiting list of appropriate applicants is maintained                                       |
|   | 2.6 An on-going recruitment program is implemented as required  |
| 3. Orientate volunteers to organisation                           | 3.1 Volunteers are provided with an orientation to the organisation   |
|   | 3.2 Training for specific role is provided in a manner appropriate to the needs and resources of the organisation |
| 4. On-going support of volunteers is provided                     | 4.1 Regular meetings of volunteers are established  |
|   | 4.2 A review of roles and performance is regularly undertaken   |
|   | 4.3 Individual support and debriefing is provided when necessary  |

## RANGE STATEMENT

*Volunteers may include:*

- Unpaid workers who are in paid employment elsewhere
- Unpaid workers who are not in paid employment

*Roles of volunteers may include:*

- Agency management
- Direct service including reception, telephone advice lines, service user support

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | Volunteer recruitment and coordination meets both the needs of the organisation and support requirements for volunteer roles  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker</li><li>• The implications of differences in attitudes and values in working in the agency</li><li>• Relevant legislation and public policies relating to the employment of unpaid workers</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Coordination of people, processes and information</li><li>• Provision of support to a diverse range of people</li><li>• Conflict resolution/negotiation and mediation</li><li>• Cross cultural communication and negotiation</li><li>• Verbal and written communication</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Access to appropriate workplace or community where assessment can take place; or</li><li>• Simulation of realistic workplace or community setting for assessment</li></ul>  |
| <i>Consistency in performance:</i>     | Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace   |
| <i>Context for assessment:</i>         | This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community  |



## UNIT CHCORG26A

## Manage a service level agreement

### Unit Descriptor

This unit describes knowledge and skills required to develop, implement and evaluate formal client support agreements and partnerships between generalist housing providers and specialist support providers

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Investigate partnership opportunities            | 1.1 Information on potential partners is gathered and analysed   |
|   | 1.2 Partners are targeted according to the organisations needs analysis and strategic directions where appropriate |
|   | 1.3 Contact is made with relevant partner organisations  |
| 2. Negotiate support agreement terms and conditions | 2.1 Negotiations are conducted so that a partnership focus is maintained and the client's interests are protected  |
|   | 2.2 Negotiations are conducted in a flexible manner within previously determined parameters                        |
|   | 2.3 Roles and responsibilities of each partner are clearly defined, including level and type of support            |
|   | 2.4 Confidentiality and privacy issues are addressed where appropriate   |
|   | 2.5 Dispute resolution issues are addressed  |
|   | 2.6 Protocols for communication are developed and followed   |
|   | 2.7 Service support agreement is signed  |
| 3. Implement support agreement                      | 3.1 Regular meetings are negotiated and scheduled with partners as appropriate                                     |
|   | 3.2 Clients are consulted at all stages of implementation  |
|   | 3.3 Disputes resolution strategies are developed and used where necessary  |
|   | 3.4 all reporting requirements are met in accordance with organisational procedures                                |

## ELEMENTS

## PERFORMANCE CRITERIA

- |                                |  |
|--------------------------------|--|
| 4. Evaluate support agreements | 4.1 Criteria for evaluation of partnership are developed   |
|                                | 4.2 Client feedback is sought in the evaluation process  |
|                                | 4.3 Performance is measured against agreed to criteria   |
|                                | 4.4 Support agreements are amended and re-negotiated with partner organisation where appropriate |



## RANGE STATEMENT

*Partner organisations may include but are not limited to:*

- Women's refuges
- Social housing providers
- Youth refuges
- Aboriginal services
- Mental health teams
- Disability services
- NESB services
- Education providers
- Migrant resource centres
- Local councils
- Drug and alcohol services
- Charities and welfare agencies
- Juvenile justice
- Area health services

*Documentation could include but is not limited to:*

- Partnership contract/service agreement
- Promotional material
- Protocols
- Dispute process

*Relevant legislation may include, but is not limited to:*

- Privacy legislation
- Residential Tenancy legislation

*Support may include:*

- Visits
- Participation in case conferences
- Telephone contact
- Education
- Exchange of reports
- Life skills training
- Emotional support
- Social support
- Legal support
- Referral to other agencies

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Facilitation of effective work relationships with relevant organisations
- Ability to negotiate, develop and sign off on a partnership contract
- Demonstrated understanding of organisational and community needs

*Essential knowledge required includes:*

- Funding guidelines
- Referral networks
- Confidentiality and Privacy Act
- Support needs of clients
- Community needs and key issues
- Relationship between service providers

*Essential skills include:*

- Negotiation
- Analysis
- Facilitation
- Communication
- Networking
- Referral skills

*Resource requirements include:*

- Access to appropriate workplace where assessment can take place; or
- Simulation of realistic workplace setting for assessment

*Method of assessment:*

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning

*Context of assessment:*

Evidence must include observation in the work environment or in a simulated work setting

## UNIT CHCORG27A

## Provide mentoring support to colleagues

### Unit Descriptor

This unit deals with the skills and knowledge required to act as a mentor to other individuals in the industry or workplace. This role is carried out by those with significant workplace experience.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Establish a relationship with mentoree | 1.1 Use effective communication styles to develop trust, confidence and rapport  |
|   | 1.2 Make agreements on how the mentoring relationship will be conducted including: <ul style="list-style-type: none"><li>– The amount of time involved for both parties</li><li>– Confidentiality of information</li><li>– Scope of issues to be covered</li></ul> |
|   | 1.3 Discuss and clarify expectations and goals with mentoree   |
| 2. Offer mentoring support                | 2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals   |
|   | 2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals  |
|   | 2.3 Encourage the mentoree to make decisions and take responsibility for the courses of action or solutions under consideration.   |
|   | 2.4 Provide supportive advice and assistance in a manner which allows the mentoree's to retain responsibility for achievement of their own goals   |
|   | 2.5 Recognise and openly discuss changes in the mentoring relationship   |
|   | 2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree  |

## RANGE STATEMENT

This unit applies to all community services areas. The following explanations identify how this unit may be applied in different workplaces, sector and circumstances.

*Mentors and mentorees may work within the same or different organisations.*

- The mentoring process may apply to any area of organisational or professional endeavour.
- Expectation and goals for mentoring may include:
  - Acquisition of specific skills
  - Progress with overall development
  - Individual professional and personal development

*Changes in the mentoring relationship may include:*

- Inability of one party to continue participation
- Identification of a need for assistance from others with different skills
- Achievement of goals and decision to conclude the relationship
- Changes in the dynamic of the relationship

## EVIDENCE GUIDE

### *Essential knowledge and skills to be assessed*

The following knowledge and skills must be assessed as part of this unit:

- An understanding of mentoring, its role and potential benefits
- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

### *Linkages to other units*

This unit must be assessed alone.

### *Critical aspects of assessment*

Evidence of the following is critical:

- Understanding the role and benefits of mentoring
- Ability to use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Application of effective communication styles.

### *Context of assessment and resource implications*

Assessment must ensure:

- Activities conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague.

### *Assessment methods*

Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- Evaluation of reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues)
- Interview with the mentoree to evaluate the mentor's skills
- Oral or written questions to assess knowledge of the key concepts of mentoring
- Review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate



## UNIT CHCORG28A

## Reflect and improve upon professional practice

### Unit Descriptor

This unit describes the knowledge and skills required evaluate own work, continuing self-development and effective supervision within an ethical code of practice.

This unit is equivalent to SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities which is a prerequisite to SRCCRO009A Conduct a recreation program for older persons.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Reflect upon own practice                                | 1.1 Self-evaluation is undertaken in conjunction with supervisors and/or peers                                  |
|   | 1.2 Open and evaluative feedback is given to and received from co-workers                                       |
|   | 1.3 Feedback is actively sought and accepted non defensively  |
| 2. Ensure continuing self-support and supervision           | 2.1 Specialist advice/further training is sought where the need is identified                                   |
|   | 2.2 Agency guidelines are observed in relation to professional development                                      |
|   | 2.3 Current industry developments are appraised and applied to improve practice                                 |
|   | 2.4 Commitment to upgrading skills and knowledge is evident through regular participation in a review mechanism |
|   | 2.5 Current and likely future needs are evaluated and action taken to keep abreast of evolving trends           |
| 3. Operate within an agreed ethical code of practice/ethics | 3.1 Own practice is assessed against identified objectives or code of ethics, using a range of valid evidence   |
|   | 3.2 The effect of values, beliefs and behaviour in work with clients is recognised                              |
|   | 3.3 Realistic goals and targets for self development are established  |

## RANGE STATEMENT

- Knowledge:* Knowledge refers to the understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively.
- Setting:*
- Employees may work independently or within an agency setting.
- Self-evaluation includes:*
- Journal documentation and structured discussion and supervision with others.
- Specialist advice / further training may include:*
- Accessing on the job mentoring / professional supervision or through peer work or training



## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice.
- Demonstrated capability to work with an awareness and sensitivity to conflict, culture and context.
- Skills in negotiation, communication and decision making
- Understanding and implementation of relevant procedures

*Critical aspects of assessment:*

Assessment must confirm ongoing ability to reflect on and develop capability to meet professional standards.

In particular, assessment must confirm the ability to:

- Actively seek professional development opportunities
- Seek and reflect upon feedback
- Seek opportunities for supervision / mentoring
- Identify and participate in personal development
- Integrate learning into improved practice

*Essential knowledge:*

- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
  - Personal goal setting
  - Measuring performance
  - Time management
  - Identifying personal behaviour, self awareness, personality traits
  - Establishing a personal development plan
- The agency's policies, plans and procedures
- The types of work methods and practices which can improve personal performance
- The types of learning style(s) and how they relate to the individual
- The personal development opportunities and options

## EVIDENCE GUIDE

### *Essential skills:*

- Functional literacy skills to interpret written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Researching information to develop personal development and work plans
- Eliciting, analysing and interpreting feedback
- Analysing culturally different viewpoints and taking them into account in personal development and professional practice
- Monitoring research trends related to roles and responsibilities
- Using information systems to assist establish work plans
- Assessing the effectiveness of own skills development
- Developing and maintaining professional networks
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### *Resource implications:*

Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.

### *Consistency in performance:*

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range Statement. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

### *Context of assessment:*

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

## EVIDENCE GUIDE

*Evidence for assessment of competence may be gathered by appropriate combination of the following:*

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all of the Range Statement statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development



## UNIT CHCORG29A

## Provide coaching and motivation

### Unit Descriptor

This unit deals with the skills and knowledge required to provide on-the-job coaching to clients or colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many community services workplaces where 'buddy' systems and on job coaching are extremely common.

### ELEMENT

### PERFORMANCE CRITERIA

- |                                |  |
|--------------------------------|--|
| 1. Prepare for on job coaching | 1.1 Identify the need for coaching based on a range of factors.  |
|                                | 1.2 Identify individual coaching needs through discussion with the client or colleague to be coached   |
|                                | 1.3 Where appropriate, organise with the client or colleague a specific time and place for coaching in accordance with organisational policy |
|                                | 1.4 Identify specific coaching needs through observation and evaluation of specific on-the-job procedures                                    |
| 2. Coach on the job            | 2.1 Explain to the colleague the overall purpose of coaching   |
|                                | 2.2 Explain and demonstrate the specific skills to be coached.   |
|                                | 2.3 Communicate clearly any Essential knowledge required.  |
|                                | 2.4 Check the client/colleague's understanding.  |
|                                | 2.5 Provide the client/colleague the opportunity to practise the skill and ask questions   |
|                                | 2.6 Provide feedback in a constructive and supportive manner   |
| 3. Follow up coaching          | 3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required.   |
|                                | 3.2 Report progress to the appropriate person as required.   |
|                                | 3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.  |

## RANGE STATEMENT

*Factors which could influence the decision whether or not to conduct coaching may include:*

- Request for coaching from client, colleague or workplace personnel
- Own observation and workplace experience
- Direction from other colleagues
- Consent for coaching gained from client/colleague

*Coaching sessions could be conducted in a range of contexts including:*

- On-the-job during work hours
- Before or after work
- In a simulated location away from the actual workplace

*Skills to be coached are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:*

- Client/customer service skills
- Technical or practical skills such as operating equipment or completing documentation
- Selling or promoting products and services
- Job seeking and interview skills
- Project management skills

*Essential knowledge required to carry out tasks or undertake skills effectively such as:*

- Knowledge of products or services
- Principles underpinning skills such as communication
- Reasons for undertaking various tasks
- Legislative or occupational health and safety requirements

*Performance problems or difficulties may be due to*

- Shyness or lack of confidence
- Breakdown in communication
- Language or cultural barriers
- Insufficient opportunity to practise
- Inappropriate circumstances for coaching
- Inadequate modification to match client's learning style or needs

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Ability to provide supportive on job coaching with constructive and supportive feedback
- Clarity in communication
- Knowledge of basic training principles
- Providing non- judgmental education or client contact
- Demonstrated understanding of own attitudes and values

### *Essential knowledge and skills:*

The following knowledge and skills must be assessed as part of this unit:

- Competency in the skill being coached
- Basic principles of coaching and adult learning principles (e.g. Explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- Coaching session procedures including planning, conducting and reviewing session
- Planning procedures for staff practice opportunities
- Communication skills, specifically the use of questioning techniques and clarity in oral communication

### *Essential skills:*

- Ability to monitor own attitudes and values
- The skill to create a positive learning environment
- The skill to develop, implement and evaluate competency based training programs
- Working with cultural and linguistic diversity
- Ability to analyse relevant technical or service processes
- Impact of disability on work skills or abilities
- Communication and consultation with clients, colleagues and workplace personnel

## EVIDENCE GUIDE

### *Context of Assessment and Resource Implications*

Assessment must ensure:

- Project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and materials.
- For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

### *Assessment Methods*

Assessment methods must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- Direct observation of the candidate coaching a colleague in a required work skill
- Role plays in which the candidate demonstrates training and coaching techniques, or communication skills such as questioning and providing feedback
- Questions about training principles
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.



## UNIT CHCPA01A Deliver care services using a palliative approach

### Unit Descriptor

This unit describes the awareness, knowledge, skills and values required of a worker in contributing to the care of clients with life-limiting illness and/or normal ageing process within a palliative approach.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Apply a palliative approach                            | <ul style="list-style-type: none"><li>1.1 Differentiate between practices applicable in curative and palliative approaches</li><li>1.2 Apply the principles and aims of a palliative approach in caring for clients</li><li>1.3 Use an approach that reflects an understanding of the client's needs as holistic and extending over time not just end-of-life</li></ul>   |
| 2. Respect client preferences for quality of life choices | <ul style="list-style-type: none"><li>2.1 Encourage client, carers, family members and/or significant others to share information regarding changing needs and preferences through a supportive environment</li><li>2.2 Respect client lifestyle, social context and spiritual needs and document observations in line with care plan</li><li>2.3 Respect cultural choices in line with care plan</li><li>2.4. Support the freedom of the client, carer, his/her family and /or significant others to discuss spiritual and cultural issues in an open and non-judgemental way within scope of own responsibilities and skills</li><li>2.5 Refer further needs and issues to appropriate member of the care team in line with organisational protocols</li><li>2.6 Provide emotional support using effective communication skills</li><li>2.7 Demonstrate respect for the relationship between the client and carer</li></ul> |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 3. Follow the client's advanced care directives in the care plan | <ul style="list-style-type: none"><li>3.1 Work in a manner reflecting understanding and acceptance of the legal and ethical implications of the need to follow advanced care directives</li><li>3.2 Consistently follow advanced care directives in the care plan in line with own work role</li><li>3.3 Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements</li><li>3.4 Report the client's needs/issues in relation to end-of-life to the appropriate team member for documentation in the care plan</li><li>3.5 Recognise the impact of client's end-of-life needs/issues on carers and refer to appropriate member of the care team in line with organisational protocols</li><li>3.6 Deliver services in a manner that supports the right of clients to choose the location of their end of life care</li></ul> |
| 4. Follow end-of-life care strategies                            | <ul style="list-style-type: none"><li>4.1 Regularly check for any changes on the care plan that indicate decisions made by the client have been reviewed</li><li>4.2 Provide a supportive environment to the client, families, carers and those involved in their care at end-of-life</li><li>4.3 Consider client's preferences and culture when providing end-of-life care according to care plan</li><li>4.4 Maintain dignity of the client in undertaking planned end-of-life care and immediately following death</li><li>4.5 Recognise any signs of a client's imminent death/deterioration and report to an appropriate member of the care team in line with organisational requirements</li><li>4.6 Recognise emotional needs of other clients, carers and their families affected and provide support when a death has occurred</li></ul>                        |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 5. Respond to signs of pain and other symptoms/<br>discomfort | <ul style="list-style-type: none"><li>5.1 Observe client closely and identify pain and other symptoms in line with care plan directives</li><li>5.2 Document observations of pain and other symptoms and promptly report to appropriate member of care team</li><li>5.3 Implement strategies to promote comfort in line with care plan</li><li>5.4 Regularly evaluate and document effectiveness of implemented strategies</li><li>5.5 Refer to appropriate member of staff any misconceptions in the workplace surrounding the use of pain relieving medication</li></ul>  |
| 6. Manage own emotional responses and ethical issues          | <ul style="list-style-type: none"><li>6.1 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor or other appropriate person</li><li>6.2 Acknowledge potential impact of personal responses on self and others and action appropriately</li><li>6.3 Accept the need for bereavement care and support of other team members</li><li>6.4 Reflect upon ethical issues and discuss with appropriate person if necessary</li><li>6.5 Follow organisational policies and procedures in relation to managing emotional responses and ethical issues</li></ul> |

## RANGE STATEMENT

*Aim of a palliative approach adapted from Guidelines for a Palliative Approach in Residential Aged Care (2004) is:*

An approach linked to palliative care that is used by primary care services and practitioners to improve the quality of life for individuals with a life limiting illness, their caregivers and family.

The palliative approach incorporates a concern for the holistic needs of patients and carers that is reflected in assessment and in the primary treatment of pain and physical, psychological, social and spiritual problems.

Application of the palliative approach to the care of an individual patient is not delayed until the end stages of their illness. Instead, it provides a focus on active comfort-focused care and a positive approach to reducing suffering and promoting understanding of loss and bereavement in the wider community.

Underlying the philosophy of a palliative approach is a positive and open attitude towards dying and death.

*Using a palliative approach includes:*

- Identifying the client, family and carer as the unit of care
- Participating in a team approach to address the needs of client, families and carers ensuring a palliative approach
- Seeking advice from appropriate person eg supervisor or team leader or palliative care team
- Maximising self-care and self-determination for the client
- Assisting in the psychological and spiritual aspects of care for the client
- Providing support for clients, family and carer using a palliative approach
- Recognising symptoms of pain, discomfort and other symptoms
- Recognising the signs that death may be imminent
- Practice that reflects an understanding of the impact of a palliative approach in an organisation
- Maintaining the client's dignity
- Understanding the needs of clients approaching end-of-life

*Sources of loss and grief may include:*

- Worker may have experienced a loss of their own and be grieving
- Frequency and number of deaths experienced
- Need to resolve some issues when a client dies
- Different responses to loss and grief of co-workers

## RANGE STATEMENT

*Worker Emotional Responses may include:*

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
  - Crying and feelings of sadness
  - Poor concentration
  - Fear, anger, silence which may appear singularly or together and prolong the worker's own grief

*Misconceptions relating to use of pain relieving medication may include:*

All members of staff should feel confident to ask questions and seek clarification about analgesia, addition and drowsiness as well as when hearing any of the following statements:

- "Pain relief should only be given for pain that is currently present"
- "Doctors and nurses are the best judge of a client's pain"
- "Clients should not receive pain relief until cause is determined"
- "Clients may become addicted"
- "Strong analgesics may shorten life"
- "Pain management alone is not palliative care"
- "Client may become too drowsy to communicate with family"

*Advanced care directive:*

- Sometimes called a 'living will' and describes one's future preferences for medical treatment
- Contains instructions that consent to, or refuse, the future use of specified medical treatments
- Becomes effective in situations where the patient no longer has capacity to make legal decisions

## RANGE STATEMENT

*Advanced care directives may include:*

- Medical treatment preference, including those influenced by religious or other values and beliefs
- Particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example severe brain injury with no capacity to communicate or self-care
- How far treatment should go when the patient's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms)
- The wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no one that person would want to make such decisions on their behalf
- A nominated substitute decision-maker that the treating clinician may seek out to discuss treatment decisions
- Other non-medical aspects of care that are important to the person during their dying phase
- Relevant state and territory legislation or guidelines on advanced care directives

*Legal implications of advanced care directives:*

- As per state and territory legislation or guidelines on advanced care directives

*End-of-life ethical decisions may include:*

- Ongoing discussion with the client, family, doctor, guardian and organisation to ensure that the client's and/or family's wishes are up-to-date

*Client's lifestyle choices may include:*

- Personal supports and relationships
- Social activities
- Emotional supports
- Cultural and spiritual supports
- Sexuality and intimacy supports

*Life limiting illness describes:*

- Illnesses where it is expected that death will be a direct consequence of the specified illness. This definition is inclusive of both a malignant and non-malignant illness  
Life limiting illnesses might be expected to shorten an individual's life expectancy (Standards for Providing Quality Palliative Care to all Australians, Palliative Care Australia, November 2005)

## RANGE STATEMENT

*Strategies to promote comfort may include:*

- Regular observation, reporting and documentation of client's comfort
- Provision of pain relieving measures by appropriate member of staff (see state/territory legislation regarding pain-relieving medications and organizational protocols)
- Other measures to promote comfort and relieve pain - massage, relaxation, distraction, aromatherapy

*Carers include:*

- Carers are usually family members who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged
- Carers can be parents, partners, brothers, sisters, friends or children. Some carers are eligible for government benefits while others are employed or have a private income (Carers Australia, 2004)

*Impact on carers may include:*

- Changing nature of carer's role
- Grief due to multiple losses

*Guardian:*

- A person appointed to make personal and lifestyle decisions for an adult with an impaired capacity. A guardian can make decisions about an adult's lifestyle and/or health care
- Role to be interpreted in line with individual state and territory legislation or guidelines on definition of guardian

*Client:*

- May also refer to resident or patient throughout this document

*Ethical issues may include:*

- Decisions regarding medical treatment
- Conflict that may occur in relation to personal values and decisions made by or for the client

## EVIDENCE GUIDE

*Critical aspects of assessment:* Evidence of competence must be demonstrated through a minimum of three (3) different assessment methods, which may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Questioning
- Role play/simulation

*Essential knowledge:*

- Relevant policies, protocols and practices of the organisation in relation to providing a palliative approach in own work role
- Understanding the palliative approach to care of clients and family
- Understanding complexity of carers' roles, needs and issues
- Awareness of hydration and nutrition requirements during a palliative approach and at end-of-life
- Misconceptions associated with approaches to pain relief and comfort
- Role and function of team members
- Scope of own responsibilities
- Impact of loss and grief on clients, carers and workers
- Understand advanced care directives and providing care in accordance with the care plan
- Understand the goals of pain relief and comfort promotion
- Awareness of diverse cultural aspects
- Identify and access relevant resources
- Awareness of the various signs of imminent death/deterioration
- Principles and philosophy of a palliative approach



## EVIDENCE GUIDE

*Essential skills must include ability to:*

- Communicate effectively with clients, their families and other team members using effective listening, sensitive clarification and questioning, recognition of non-verbal cues, and provision of information within level of responsibility
- Use effective communication to ensure a palliative approach is undertaken
- Understand and adhere to own work role/scope and responsibilities
- Use observation skills re: the client's hydration and nutrition and respond in line with care plan
- Identify own attitudes to a palliative approach and end-of-life care
- Identify own beliefs on ageing, spirituality, relationships, sexuality, culture and intimacy
- Identify cultural issues that may impact on a palliative approach
- Work effectively with other team members to achieve principles of palliative approach
- Follow appropriate protocols following death
- Follow organisational policies, protocols and procedures
- Liaise with and report appropriately to supervisor or other members of the team
- Reflect on own performance and attitudes regarding a palliative approach
- Develop and apply a non-judgmental approach
- Informally and formally debrief with other team members and supervisors as necessary
- Report and document observations of clients and their family using the appropriate forms
- Provide care that reduces client's discomfort
- Contribute to a supportive environment that enables clients and their families and other staff members to provide a palliative approach to palliative care
- Use literacy and numeracy skills as required to fulfil work role in a safe manner and as specified by the organisation/service
- Seek clarification and feedback from supervisors, clients and colleagues if unsure of work role
- Use basic problem solving skills to resolve problems of limited difficulty within organisational protocols

## EVIDENCE GUIDE

### *Resource implications:*

- Access to appropriate workplace where assessment can take place
- Access to equipment and resources normally used in the workplace

### *Consistency in performance:*

- Assessment will be conducted or evidence gathered over a period of time and cover the normal range of workplace situations and settings
- Consistency of performance should be demonstrated over the required range of situations relevant to the workrole

### *Context of assessment:*

- This competency unit will be most appropriately assessed in a simulated workplace and/or in the workplace and under the normal range of workplace conditions

## **UNIT CHCPA02A Plan for and provide care services using a palliative approach**

### **Unit Descriptor**

This unit describes the knowledge and skills required of a worker in contributing to the development, implementation, evaluation and communication of a care plan for clients with life-limiting illness and/or normal ageing process in a team environment using a palliative approach.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1. Plan a palliative approach to client care                                 | <ul style="list-style-type: none"><li>1.1 Reflect an understanding of the difference between curative and palliative approaches in contributing to client care planning</li><li>1.2 Contribute to care plan to address in a holistic way client needs that may extend over time not just end-of-life</li><li>1.3 Apply the principles and aims of a palliative approach in contributing to development of care plan</li></ul>   |
| 2. Support clients to identify their preferences for quality of life choices | <ul style="list-style-type: none"><li>2.1 Consult clients, family members, significant others and carers to identify and share information regarding changing needs and preferences</li><li>2.2 Respect client lifestyle, social context and spiritual needs in developing the care plan</li><li>2.3 Respect cultural choices in line with care plan</li><li>2.4 Support the freedom of the client, his/her family, carer and significant others to discuss spiritual and cultural issues in an open and non-judgemental way within scope of own responsibilities and skills</li><li>2.5 Demonstrate respect for the roles of the client and carer in planning and delivering care</li><li>2.6 Address any client issues in line with own responsibilities or refer them to the appropriate member of the care team in line with organisational requirements</li><li>2.7 Provide emotional support using effective communication skills</li></ul> |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| 3. Support the incorporation of advanced care directives within the care plan         | <ul style="list-style-type: none"><li>3.1 Demonstrate an understanding of the legal and ethical implications of advanced care directives and communicate them to all staff according to organisational policy</li><li>3.2 Support the process of end-of-life ethical decisions agreed by client and family, as documented in the care plan by an appropriate staff member in line with organisational policy</li><li>3.3 Report the client's needs/issues in relation to end-of-life to the appropriate team member for documentation in the care plan</li><li>3.4 Observe any impact on carers of client's end-of-life needs/issues and provide support</li></ul>   |
| 4. Contribute to the development of and implementation of end-of-life care strategies | <ul style="list-style-type: none"><li>4.1 Respect client's preferences including cultural and spiritual wishes when contributing to an end-of-life care plan</li><li>4.2 Respect the dignity of the client when planning end-of-life care and immediately following death</li><li>4.3 Observe any signs of a client's imminent death/deterioration and report to an appropriate member of the care team in line with organisational requirements</li><li>4.4 Provide a supportive environment for the client, families, carers and those involved in their care at end-of-life</li><li>4.5 Inform other staff that decisions made by the client are reviewed regularly as indicated by changes on the care plan</li><li>4.6 Recognise and support emotional needs of other clients and their families and/or carers affected when a death occurs</li><li>4.7 Prepare client, family, other staff and self for any distressing end-of-life events within own responsibilities</li></ul> |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 5. Take action to alleviate pain and other end-of-life symptoms experienced by client/resident | <p>5.1 Plan and document in care plan strategies to promote comfort in collaboration with supervisor and/or other health professional</p> <p>5.2 Assess resident/client need for pain and other symptom relief in line with care plan and report to supervisor and/or other health professional</p> <p>5.3 Provide pain relief in line with relevant legislation and organisational policy and care plan</p> <p>5.4 In consultation with supervisor and/or other health professional, provide appropriate information about the use of pain relieving medication and other treatments to staff, clients and their family</p> <p>5.5 Observe, report and document effectiveness of interventions for symptom relief</p> <p>5.6 Communicate ineffectiveness of interventions to supervisor and/or other health professional and document</p> |
| 6. Identify and manage emotional responses in self and others                                  | <p>6.1 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor and/or other appropriate person</p> <p>6.2 Identify and reflect upon potential impact of personal responses on self and others and action appropriately</p> <p>6.3 Inform others about support systems available such as bereavement care</p> <p>6.4 Follow organisational policies and procedures in relation to emotional welfare of self, team members, clients and family</p> <p>6.5 Assist colleagues to debrief and discuss bereavement care</p> <p>6.6 Identify other strategies/resources available for debriefing</p> <p>6.7 Evaluate effectiveness of emotional response strategies</p>   |

## RANGE STATEMENT

*Aim of a palliative approach adapted from Guidelines for a Palliative Approach in Residential Aged Care (2004) is:*

An approach linked to palliative care that is used by primary care services and practitioners to improve the quality of life for individuals with a life limiting illness, their caregivers and family.

The palliative approach incorporates a concern for the holistic needs of patients and carers that is reflected in assessment and in the primary treatment of pain and physical, psychological, social and spiritual problems.

Application of the palliative approach to the care of an individual patient is not delayed until the end stages of their illness. Instead, it provides a focus on active comfort-focused care and a positive approach to reducing suffering and promoting understanding of loss and bereavement in the wider community.

Underlying the philosophy of a palliative approach is a positive and open attitude towards dying and death.

*Palliative approach services include:*

- Identifying the client, family and carer as the unit of care
- Participating in a team approach to address the needs of clients, families and carers ensuring a palliative approach
- Seeking advice from appropriate person eg supervisor, team leader or palliative care team
- Maximising self-care and self-determination for the client
- Assisting in the psychological, cultural and spiritual aspects of care for the client
- Providing support for clients, family, worker and carer using a palliative approach
- Recognising symptoms of pain, discomfort and other symptoms and the clients need for pain relief
- Recognising the signs that death may be imminent
- Practice that reflects an understanding of the aims of a palliative approach
- Practice reflects an understanding of the impact of a palliative approach in an organisation
- Maintaining the client's dignity
- Understanding the needs of clients approaching end-of-life

## RANGE STATEMENT

*Issues of loss and grief may include:*

- Experiences of the worker of their own loss and grief
- Ability of worker to address loss and grief when a client dies
- Frequency and number of deaths experienced
- Acknowledge the need to resolve some issues when a client dies
- Support of co-workers in their response to loss and grief

*Worker emotional responses may include:*

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
  - Crying and feelings of sadness
  - Poor concentration
  - Fear, anger, silence which may appear singularly or together and prolong the worker's own grief

*Advanced care planning:*

- Refers to the process of preparing for likely scenarios near end of life and usually includes assessment of, and dialogue about a person's understanding of their medical history and condition, values, preferences and personal and family resources
- Advanced care planning elements are the written directive and an appointment of a substitute decision maker
- As per state and territory legislation or guidelines on advanced care planning

## RANGE STATEMENT

### *Advanced care directives:*

- Are sometimes called a 'living will' and describe one's future preferences for medical treatment
- Contain instructions that consent to, or refuse, the future use of specified medical treatments
- Become effective in situations where the patient no longer has capacity to make legal decisions
- Are to be in alignment with state and territory legislation or guidelines on advanced care planning
- Are to be completed as one component of the broader advanced care planning process.  
Documenting advanced care directives is not compulsory as the person may choose to verbally communicate their wishes to the doctor or family, or appoint a substitute decision maker to make decisions on their behalf. Examples of advanced care directives are:
  - Medical treatment preference, including those influenced by religious or other values and beliefs
  - Particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example severe brain injury with no capacity to communicate or self-care
  - How far treatment should go when the patient's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms)
  - The wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no one that person would want to make such decisions on their behalf
  - A nominated substitute decision maker that the treating clinician may seek out to discuss treatment decisions
  - Other non-medical aspects of care that are important to the person during their dying phase

### *Legal implications of advanced care directives:*

- As per state and territory legislation or guidelines on advanced care directives

### *End-of-life ethical decisions may include:*

- Ongoing discussion with the client, family, doctor, guardian and organisation to ensure that the client's and/or family's wishes are up-to-date



## RANGE STATEMENT

*Client's lifestyle choices may include:*

- Personal supports and relationships
- Social activities
- Emotional supports
- Cultural and spiritual supports
- Sexuality and intimacy supports

*Life limiting illness describes:*

- Illnesses where it is expected that death will be a direct consequence of the specified illness  
This definition is inclusive of both a malignant and non-malignant illness. Life limiting illnesses might be expected to shorten an individual's life expectancy (Standards for Providing Quality Palliative Care to all Australians, Palliative Care Australia, November 2005)

*Strategies to relieve pain may include:*

- Regular assessment and effectiveness of strategies are documented
- Comfort measures using a range of therapies as requested by the client, carer and/or family
- Environmental aspects such as room heating and cooling
- Pain relieving medication to be administered by a Registered Nurse or endorsed Enrolled Nurse in line with state/territory legislation
- Pain relieving therapies other than medication to be administered by appropriate staff member
- Psychological, cultural and spiritual activities
- Other measures to promote comfort and relieve pain - massage, relaxation, distraction, aromatherapy

*Carers include:*

- Carers are usually family members who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged
- Carers can be parents, partners, brothers, sisters, friends or children. Some carers are eligible for government benefits while others are employed or have a private income (Carers Australia, 2004)

*Impact on carers may include:*

- Changing nature of carer's role
- Grief due to multiple losses

## RANGE STATEMENT

### *Guardian:*

- A person appointed to make personal and lifestyle decisions for an adult with an impaired capacity. A guardian can make decisions about an adult's lifestyle and/or health care
- Role to be interpreted in line with individual state and territory legislation or guidelines on definition of guardian

### *Client:*

- May also refer to resident or patient throughout this document

### *Ethical issues may include:*

- Decisions regarding medical treatment
- Conflict that may occur in relation to personal values and decisions made by or for the client

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

Evidence of competence must be demonstrated through a minimum of three (3) different assessment methods, which may include:

- Observation in the work place
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Questioning
- Role play/simulation

### *Essential knowledge:*

- Awareness of relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care
- Identifying and accessing relevant resources
- Understanding the palliative approach to care of clients and their family
- Awareness of diverse cultural aspects
- Understanding the complexity of carer's needs and potential issues
- Understanding of own role and responsibilities, and those of other team members involved in delivering a palliative approach and care
- Impact of loss and grief on clients, carers and workers
- State and Territory legislation on advanced care planning and advanced care directives
- Ethical and legal issues related to a palliative care approach
- Basic information about the use of pain relieving medication for staff, client and their family and within level of responsibility
- Awareness of hydration and nutrition requirements during a palliative approach and at end-of-life
- Awareness of the various signs of imminent death/deterioration

## EVIDENCE GUIDE

*Essential skills must include ability to:*

- Communicate effectively with clients, their families, carers and other team members using effective listening, sensitive clarification and questioning, recognition of non-verbal cues, and provision of information within level of responsibility
- Share knowledge and information with other team members regarding the palliative approach
- Contribute to the provision of an environment that supports clients and their families and ensures other staff members are able to provide a palliative approach to palliative care
- Understand and adhere to own responsibilities and ensure other staff are aware of their roles and responsibilities
- Document clearly advanced care directive and end-of-life needs on care plan and report to appropriate person
- Intervene appropriately in accordance with care plan in the care of clients with pain relief and other symptom and comfort promotion
- Assess effectiveness of pain relief and comfort strategies
- Identify and reflect on own performance and attitudes regarding a palliative approach and end-of-life care
- Identify and document cultural and spiritual issues that may impact on a palliative approach
- Be supportive of team members to undertake informal and formal debriefing as necessary
- Contribute to and initiate problem solving processes to resolve issues as necessary
- Use literacy and numeracy skills as required to fulfil work role in a safe manner and as specified by the organisation

*Resource implications:*

- Access to appropriate workplace where assessment can take place
- Access to equipment and resources normally used in the workplace

*Consistency in performance:*

- Assessment will be conducted or evidence gathered over a period of time and cover the normal range of workplace situations and settings
- Consistency of performance should be demonstrated over the required range of situations relevant to the workrole

## EVIDENCE GUIDE

*Context of assessment:*

- This competency unit will be most appropriately assessed in a simulated workplace and/or in the workplace and under the normal range of workplace conditions



## **UNIT CHCPOL1A Participate in policy development**

### **Unit Descriptor**

Participating in research and consultation processes which inform policy development.

#### **ELEMENTS**

#### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Assist in the policy development of the organisation   | 1.1 Information on impact of organisational policies on clients and relevant others is provided to supervisor when requested |
|   | 1.2 Views and opinions of clients and relevant others are provided to supervisor when requested                              |
|   | 1.3 Concerns regarding job responsibilities are reported to supervisor   |
|   | 1.4 Suggestions on changes to policy are related to supervisor when requested  |
| 2. Contribute to collection of data for research purposes | 2.1 Undertake data collection in the manner prescribed   |
|   | 2.2 Research and consultation with clients and relevant others is carried out under guidance of supervisor                   |
|   | 2.3 Organisational policies and procedures are to be followed when conducting research and consultation                      |
|   | 2.4 Research and consultation is completed within established timeframes   |
|   | 2.5 Information is gathered in a manner which respects cultural and individual differences                                   |
|   | 2.6 Confidentiality of information gathered is maintained  |
|   | 2.7 Information gathered is provided to supervisor in the format requested   |

## RANGE STATEMENT

*Information and feedback for policy development processes may be provided:*

- Verbally
- Or written
- At formal or informal meetings

*Relevant others may be:*

- Family members
- Other services

*Consultation with clients may be:*

- In language appropriate to the client group spoken, signed, gestures
- Using oral, written or visual methods
- Using third party translator/interpreter

*Research and information may be sought on:*

- Emergencies
- Occupational health and safety
- Referrals
- Reporting
- Philosophy
- Goals, objectives, targets
- Recording
- Accountability
- Code of conduct and ethical behaviour
- Duty of care

*Research and consultation may include:*

- Asking set questions as specified by supervisor
- Helping client or relevant others to fill in a questionnaire



## EVIDENCE GUIDE

- Critical aspects of assessment:*
- Worker should demonstrate participation in policy development:
    - In relation to the worker's own area of responsibility
    - Employing either verbal or written means to provide information and feedback
    - As part of a team, or as required in the workplace
- Essential knowledge:*
- Organisational policies impacting on the worker's own area of responsibility
  - Aspects of government policies directly related to own area of responsibility
  - The limits of the worker's role and competence
- Essential skills:*
- Questioning and clarification, on a familiar workplace issue/topic/research policy. Language used may be English or a community language
  - Report writing, on a familiar workplace issue/topic/research policy. Reports may vary in complexity from filling in a set form to writing a short report. Literacy support available in the workplace to complete reports may vary from support and assistance from a supervisor to no support available. Language used may be English or community language
  - Group participation
- Resource implications:*
- Access to appropriate workplace where assessment can be conducted or
  - Simulation of realistic workplace setting for assessment
- Consistency in performance:*
- Assessment may include observations, questioning and evidence gathered from the workplace environment
  - Assessment may be conducted on one occasion but should include demonstration of the critical aspects of assessment

## EVIDENCE GUIDE

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

## UNIT CHCPOL2A Contribute to policy development

### Unit Descriptor

Developing and analysing policies which impact on the client group and the work of the organisation.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Review existing policies                    | 1.1 Relevant organisational and other policies are identified and assessed for their relevance and effectiveness to the organisation's objectives   |
|  | 1.2 Clients and other stakeholders are consulted about their views on policies  |
|  | 1.3 Reviews of policies are documented and presented in a format appropriate to the purpose of the review, the context, and the receiver  |
| 2. Contribute to research for policy advice    | 2.1 Research and consultation strategies appropriate to the worker's role in the research process are identified, planned and implemented within time frames, resource constraints and agreed processes             |
|  | 2.2 Research and consultation outcomes are collated, reported and presented in a format appropriate to the research process, the purpose of the research, the context and the receiver                              |
|  | 2.3 Factors impacting on the quality or outcomes of the research or consultation are identified and incorporated in reports   |
| 3. Provide briefing materials on policy issues | 3.1 Briefing materials are prepared as required in a format appropriate to the audience, the purpose and the context  |
|  | 3.2 On the worker's and organisation's role and expertise are drawn on for briefing materials   |
|  | 3.3 Reasoned argument and evidence are incorporated into briefing materials   |
| 4. Promote informed policy debate              | 4.1 Strategies to stimulate informed debate appropriate to the worker's role in policy development, community education or client service delivery are identified in consultation with other workers and management |
|  | 4.2 Strategies to stimulate informed debate are implemented within time frames, resource allocations and agreed processes   |

## ELEMENTS

## PERFORMANCE CRITERIA

- 4.3 Where necessary, strategies are implemented to translate policy materials into language/s easily understood by clients and other stakeholders
- 4.4 Strategies are developed which enable exchange of views and information between policy initiators, clients and other stakeholders

## RANGE STATEMENT

Policies are those which are relevant to the delivery of services by the organisation and could include those developed internal or external to the organisation

*Research undertaken could be:*

- Survey
- Qualitative
- Quantitative

*Information gathering and consultation techniques may include:*

- Interview structured, semi-structured and unstructured, group and individual
- Conversation by phone or face to face
- Observation and listening
- Collection of materials eg. Printed material and videos
- Attendance at workshops, meetings and forums
- Questionnaires and other basic survey instruments

*Strategies to promote informed debate will involve:*

- Employing a range of communication styles, modes and media
- Employing any of the consultation techniques identified in the Range Statement
- Employing networking strategies

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Application to policies within own organisation
- Application to policies within networks or associations
- Policies directly related to own work role and areas of expertise
- Application for target groups relevant to the organisation
- Involvement with stakeholders relevant to the organisation and the policy issue under consideration

### *Interdependent assessment of units:*

This unit may be assessed with

- CHCPOL3A Undertake research activities

### *Essential knowledge:*

- Organisational policies impacting on the worker, the organisation and its target groups
- Government and other policies impacting on the issue under consideration, and the organisation and its target groups
- The contexts for policies, people and the organisation
- Research and consultation techniques
- The limits of the worker's own role and competence and the organisation's role

### *Essential skills:*

- Analysis of evidence and arguments
- Reasoning, including identification of implications and consequences of particular courses of action
- Applied consultation and research methodologies
- Report writing, including translation of complex concepts into simple language or images
- Public speaking addressing a group
- Group participation

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.





## UNIT CHCPOL3A

## Undertake research activities

### Unit Descriptor

Implementing research relevant to operations of the organisation.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Prepare a research plan                   | 1.1 The views and interests of stakeholders are reflected in the research methodology and it is compatible with ethical considerations  |
|  | 1.2 The research methodology is selected for suitability to the needs, purposes and resources and maximising credibility of outcomes  |
|  | 1.3 Research strategies are selected and used which are appropriate to the client group, the subject matter being researched, the resources available and the outcomes sought |
|  | 1.4 Strategies for validating research outcomes are incorporated within the research plan   |
| 2. Implement appropriate research strategies | 2.1 Resources needed to conduct research are determined and allocated   |
|  | 2.2 All relevant information is collected in a timely manner and recorded and stored to ensure validity, confidentiality and security   |
|  | 2.3 A representative range of people and groups with an interest in the issues is identified and consulted in appropriate ways to ensure the validity of outcomes             |
|  | 2.4 Consultation is undertaken according to the agreed practices and protocol of own and other agencies   |
|  | 2.5 Consideration of cultural sensitivities and ethical issues is imbedded in all consultation  |
| 3. Organise and analyse information          | 3.1 Information is organised in a form which allows analysis and is suitable for the purpose of the research  |
|  | 3.2 Patterns and explanations developed are derived from the data to ensure validity and reliability  |
| 4. Report the findings of the research       | 4.1 Complete and accurate details of the research methodology, information and analysis are reported in an accessible and useable style and format                            |

## ELEMENTS

## PERFORMANCE CRITERIA

- 4.2 Opportunities are provided for the validation of the research findings
- 4.3 The results of the research are reported and made available to all relevant stakeholders

## RANGE STATEMENT

*The contexts for undertaking research may include:*

- Preparation of a range of organisational information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management
- Responsibility for research specific to a service, its clients, interests and relationship with the wider community
- Responsibility for research for specific client interests and issues

*Key people or stakeholders may be:*

- Within the organisation
- In other areas of delivery and other services, agencies
- In the education/training field
- Other specialists
- Management
- Community leaders
- Clients of the service delivery

## EVIDENCE GUIDE

This unit is based on the draft national correctional services standards unit of the same name.

*Critical aspects of assessment:* Carrying out research activities that are directly relevant to the organisation

*Essential knowledge:*

- Current and suitable research methodologies
- Consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues

*Essential skills:*

- Consultation methods
- Complex communication
- Negotiation with a wide range of known and unknown stakeholders
- Interpretation and analysis of data
- Networking
- Written/oral presentation

*Resource implications:* Access to appropriate workplace where assessment can take place

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

*Context of assessment:* This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCPOL4A Develop and implement policy

### Unit Descriptor

Developing and applying policy initiatives in the workplace.

#### ELEMENTS

#### PERFORMANCE CRITERIA

1. Research and consult with others to develop policies

- 1.1 Existing organisational, government and other policies relevant to the issue are evaluated to determine their currency and relevance for the organisation and its clients
- 1.2 Appropriate research and consultation which will contribute to policy development is undertaken and documented in accordance with organisational policies and procedures
- 1.3 Relevant stakeholders are consulted throughout the policy development process to ensure relevance and acceptance of the product
- 1.4 Appropriate mechanisms are provided to facilitate open constructive discussion about policy issues and their possible resolution
- 1.5 Policies are developed which reflect the culture, values and objectives of the organisation
- 1.6 Resourcing implications of implementation and review mechanisms are included in policies

2. Test draft policies

- 2.1 An appropriate consultation plan is developed and implemented to test and review draft policies
- 2.2 Policy implementation issues including monitoring and evaluation processes are discussed with relevant personnel and the policy modified as appropriate
- 2.3 Changes to policies are notified to those affected in time to take remedial action

3. Develop policy materials

- 3.1 Policy materials are prepared in a format and style to facilitate understanding and implementation of the policy
- 3.2 Policy proposals are developed which acknowledge a range of sources, interest groups and applications

## **ELEMENTS**

## **PERFORMANCE CRITERIA**

### **4. Implement and review policies**

- 4.1 A policy implementation plan is developed and followed to ensure maximum impact of new and revised policies
- 4.2 Strategies to ensure wide dissemination of policy information is developed and utilised
- 4.3 Evaluation plan is developed and implemented to ensure ongoing review of policies and maximum input from clients and stakeholders
- 4.4 Policies are reviewed in accordance with organisational policies and procedures
- 4.5 Policies relevant to the organisation's operation are promoted in an appropriate manner utilising a range of strategies to key clients and stakeholders
- 4.6 Feedback received during marketing and promotion are utilised in the review of policies

## RANGE STATEMENT

*Appropriate research may include:*

- State, national or local level
- Written or oral sources of information

*Stakeholders may include:*

- Colleagues
- Clients
- Families and significant others
- Other organisations
- Funding bodies
- Community groups
- Management
- Government agencies

## EVIDENCE GUIDE

This unit is based on the Adult and Community Education National Competency Standards unit, “Develop, negotiate and initiate staffing policies”

*Critical aspects of assessment:*

- Consultation with others
- Draft policies are tested before implementation
- Policies are reviewed for their effectiveness once implemented

*Essential knowledge:*

- Principles and practices of policy development
- Relevant policy at national and state level
- Key stakeholders at local, national and state level
- Organisational consultation processes
- Evaluation and review processes
- Organisational business and corporate plans and philosophy
- Funding bodies and their requirements

*Essential skills:*

- Documentation and report writing
- Policy development
- Research and consultation
- Promotion

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may take place on one occasion but must include all stages of developing and implementing policy

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.



## UNIT CHCPOL5A Manage research activities

### Unit Descriptor

Initiating, managing and acting upon research and the resultant recommendations.

| ELEMENTS                               | PERFORMANCE CRITERIA  |
|--|---|
| 1. Initiate research efforts           | <ul style="list-style-type: none"><li>1.1 The need for further research is identified and defined and proposals developed in consultation with relevant stakeholders</li><li>1.2 Research concepts, designs and proposals are developed and tested with relevant stakeholders according to needs, timeframes, resources and desired outcomes</li><li>1.3 The feasibility of research proposals is assessed against determined criteria</li><li>1.4 Opportunities are provided to encourage participation in research activities</li><li>1.5 Issues related to ethics, validity and reliability are incorporated in research designs</li></ul> |
| 2. Identify and acquire resources      | <ul style="list-style-type: none"><li>2.1 Strategies are devised and implemented to obtain and make use of the necessary human, financial and physical resources to ensure research outcomes</li><li>2.2 All written and oral submissions are made to obtain the resources and address the standard requirements of funding and the usual practice of the organisation</li></ul>  |
| 3. Supervise research being undertaken | <ul style="list-style-type: none"><li>3.1 A work plan and budget is implemented taking account of resource and time constraints and negotiated with all research workers, and participants, if relevant</li><li>3.2 Progress against the work plan and budget is monitored on a regular basis and changes made as necessary</li><li>3.3 Opportunities for feedback, support, advice and debriefing for research workers are created and acted on to ensure the quality of the outcomes</li><li>3.4 Opportunities are created for stakeholders to evaluate the research findings and process</li></ul>   |

## **ELEMENTS**

## **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 4. Interpret and act on analysis of research | 4.1 The analysis and recommendations are derived from the research and satisfy the desired outcomes  |
|  | 4.2 The validity and reliability of the research findings is tested against the original research plan and confirmed with key stakeholders |
|  | 4.3 Where appropriate, recommendations are made for actioning research results   |

## RANGE STATEMENT

*The contexts for initiating and coordinating research include:*

- Preparation of a range of data:
  - Policy making
  - Strategic planning
  - Marketing
  - Service development and delivery

*Initiating and coordinating research will be carried out within requirements established by:*

- Research codes of ethics and protocols
- Organisational mission, outcomes and objectives
- Organisation's program standards
- State and commonwealth legislation
- Key stakeholders

*Criteria to assess the research proposal will include:*

- The size and nature of the research sample ie. Who and how many will be researched
- Research methods
- Purpose of research and for whom
- The human, financial and physical resources required
- The nature and scope of the information to be gathered
- The timetable

*Effectiveness of the research will be based on:*

- The value of its usefulness
- The feasibility of implementing the recommendations
- The findings of previous and current research
- Available time and resources
- The value of the information and data
- The quality and credibility of the methodology

*Resources will include:*

- Specialist researchers
- Funding
- Previous research data written, oral and audio-visual sources
- Equipment eg. Computer, electronic recording equipment etc.

## RANGE STATEMENT

*Funding proposals will include:*

- Submissions
- Tenders
- Expressions of interest
- Sponsorship
- Fee for service
- Contracting

*Funding sources can include:*

- Government state and federal
- Philanthropic agencies
- Private business and sponsorship
- Bequests, donations and other private grants
- Money raised by fundraising events
- Sale of resources

*Support and promotion will include:*

- The promotion and dissemination of information about the benefits of the research
- Organisation of meetings/forums for broader involvement and interaction with stakeholders
- Recruitment of people with research skills and experience
- Recruitment of resources and funding

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Ability to design research
- Ability to interpret and analysis of research
- Demonstrated ability to complete submission process
- Manages people in a research environment

### *Essential knowledge:*

- Management of research models/practices
- Project management models/practices
- Research ethics and codes of conduct
- Consultation models/practices
- Resource management models/practices
- People management models/practices

### *Essential skills:*

- Development of consultation protocols
- Facilitation of consultation
- High level of communication
- Negotiation
- Management of equipment, materials funding
- Use of technology
- Analysis

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

### *Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may take place on one occasion but must include evidence of all aspects of managing research activities
- Competence may be demonstrated working individually or under guidance of or as a member of a team with specialist occupational health and safety staff or managers

## EVIDENCE GUIDE

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCPOL6A Co-ordinate policy development

### Unit Descriptor

Coordinating policy development processes including staff supervision monitoring existing organisation policies, managing policy evaluations, and providing policy advice.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |                                  |   |
|----------------------------------|---|
| 1. Coordinate policy development | 1.1 Policy development parameters, procedures, resources and timeframe are established and confirmed  |
|                                  | 1.2 Consultation processes with clients, workers and external personnel are developed and utilised  |
|                                  | 1.3 Inter-organisation cooperation in policy development is examined with a view to maximising available resources  |
|                                  | 1.4 Supervision and support is provided to workers engaged in policy activities   |
|                                  | 1.5 Resource allocations are monitored against approved budget  |
| 2. Monitor organisation policies | 2.1 Operational staff and associated organisations are regularly consulted on existing organisation policies  |
|                                  | 2.2 Mechanisms are established to monitor inter-organisation policies and efficiently resolve gaps and problems   |
|                                  | 2.3 Periodic status reports are provided to decision makers on the relevance of policies, on policy gaps and on recommended enhancements, and where appropriate, incorporated into policy documentation |
| 3. Provide policy advice         | 3.1 Draft policies are prepared and presented to management according to established practice and management implementation requirements  |
|                                  | 3.2 Policy evaluation procedures and time schedules are prepared and, following approval, implemented   |
|                                  | 3.3 Processes are developed to enable the ongoing evaluation and monitoring of policy including facilitation of input from client groups, other organisations and stakeholders                          |

## RANGE STATEMENT

*Management implementation requirements may include:*

- Analysis of social, political and economic factors and trends
- Strategies to avoid discrimination
- Balanced assessment of actual and potential impacts for the organisation
- Analysis of linkages with other policies and legislation
- Media, language and presentation styles appropriate to the audience

*Strategies to promote informed debate may involve employing:*

- A range of communication styles, modes and media
- Lobbying strategies
- Consultation strategies
- Networking strategies

*Policy development processes may be related to:*

- Specialist work with particular target eg. People with disabilities, Aboriginal people
- Application of specialist occupations eg. Physiotherapy, law, psychology to work with or to the benefit of client groups
- Advanced work in particular issue areas eg. Law, income, security
- Work which integrates particular issues and particular target groups eg. Housing people of NESB, legal issues for Aboriginals

*Policy development processes are managed for:*

- An organisation or service
- Peak bodies, networks or associations
- A range of government departments or organisations
- And with reference to all target groups of relevance to the organisation or network



## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Managing organisation or network responses to policy initiatives by other stakeholders
- Respond to initiatives by stakeholders
- Using a variety of research and consultation strategies
- Working as part of a team or as a sole worker
- Distinguish between facts, hypotheses and opinions
- Present and support a judgement, position of argument
- Maintain direction and purpose within the context of competing or conflicting demands
- Determining processes which are consistent with, and contribute to, objectives
- Application of management competencies to policy tasks
- Sophisticated analysis of a range of information and conflicting or competing perspectives and objectives
- Strategic decision making which integrates purpose and effectiveness, and takes account of resource constraints

### *Essential knowledge:*

- Issues impacting on clients and their place in a social, political and economic context
- Government and other policies as they impact on clients, their families and communities
- Needs, rights and responsibilities of clients
- Needs, rights and responsibilities of families, other care givers and services in relation to clients
- Legislation impacting on clients, workers and organisations
- Theories of human development
- The effects that values, beliefs and attitudes have on aspects of work
- The effects that culture, age, gender, sexuality, ability, class, race, religious and political beliefs may have on values, attitudes, perspectives and approaches to the situations of clients
- Concepts of culture and sub-cultures
- Theories of work practice

## EVIDENCE GUIDE

- The decision making structure, processes and delegated authorities of the organisation, network or group of organisations
- Existing policies within the organisation or group of organisations, and of other stakeholders, and legislation impacting on the policy issue under consideration

### *Essential skills:*

- Judging and using the most appropriate communication medium for a particular situation
- Interpersonal communication, in particular listening, clarifying, questioning, confronting, providing information, interpreting non verbal communication, demonstrating understanding
- Conflict resolution and mediation
- Communicating with people with diverse cultural, linguistic and educational backgrounds
- A high level of literacy and the ability to write for a range of purposes and audiences
- Advanced communication skills, including liaison, negotiation and advocacy
- Public speaking
- Planning and coordination of complex activities and processes

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

### *Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on more than one occasion to enable all aspects of coordinating policy development to be assessed

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCPOL7A Manage policy development

### Unit Descriptor

Establishing, coordinating and promoting strategic policy development in the context of changing social and political environment.

#### ELEMENTS

#### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Identify future directions in organisational services | 1.1 Major social issues impacting on service provision are analysed and interpreted for effects on service provision   |
|  | 1.2 Liaison is established with key stakeholders to identify future directions, coordinate the organisation's responses to emerging issues and ensure effective communication                  |
|  | 1.3 Relevance of agency services to high need individuals and groups are assessed and advice prepared in an ongoing manner   |
|  | 1.4 Key national and state policies are closely monitored for relevance  |
| 2. Manage policy development                             | 2.1 Broad agency directions and corporate goals are developed using appropriate consultation processes   |
|  | 2.2 Organisational policy is assessed against broad directions for relevance, gaps and compliance and any priorities and processes for reviewing, amending or developing policy are identified |
|  | 2.3 Resource requirements for policy development and marketing are identified and secured  |
| 3. Advocate for appropriate policy development           | 3.1 Strategies consistent with the role and principles of the agency are determined and promoted within the organisation and externally as appropriate   |
|  | 3.2 Advocacy strategies and reporting mechanisms are selected and used to target key decision makers and others with influence in the identified policy area                                   |
|  | 3.3 The perspectives and position of the organisation are reflected in the advocacy strategies and reporting mechanisms selected   |

## RANGE STATEMENT

*The contexts for managing policy development include:*

- Policy development functions
- Policy developments as part of overall management responsibility
- Government, non-government and community based agencies

*Managing policy development will be carried out within requirements established by:*

- Organisation mission, objectives, outcomes and philosophies
- Government and political directions
- Community driven changes, perceived needs
- State and commonwealth legislation
- Client needs

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Identifying future directions in organisational services including:
  - Awareness of the range of social, economic, political movements and direction with government, non-government and community contexts
  - Analysis of trends
  - Impact on the organisation
- Managing policy development including:
  - Developing and facilitating appropriate consultations
  - Evaluating existing policy
  - Identifying gaps
  - Processes to facilitate development

### *Essential knowledge:*

- Relevant legislation, government discussion papers
- Relevant major conferences, seminars papers
- Policy development models/systems
- Consultation models
- Organisational strategic plans

### *Essential skills:*

- Environmental scanning
- Strategic thinking/decision making
- Advocacy
- High level of written/oral
- Networking
- Resource management
- Analysis
- Marketing

### *Resource implications:*

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

### *Consistency in performance:*

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment may take place on one occasion but must include assessment of all aspects of managing policy development

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

## UNIT CHCPR1C

## Deliver services/activities to stimulate children's development and enhance their leisure

### Unit Descriptor

This unit relates to conducting a range of activities that assist in enhancing children's developmental and leisure experiences. Work will be undertaken under direct supervision and will be in accordance with appropriate health and safety requirements and programs plans.

This unit maps to: CHCFC1B Support the development of children in the service and  
CHCPR1A Facilitate play and leisure

### ELEMENT

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Create a stimulating, positive and developmentally appropriate environment to foster development, play and leisure | 1.1 Areas, resources and materials for different kinds of play are provided and changed regularly                                       |
|   | 1.2 Provisions for play and leisure reflect the cultural diversity, gender and abilities of children                                    |
|   | 1.3 Environment is set up in a way that is safe, non threatening, challenging and stimulating   |
|   | 1.4 Sufficient time is allowed for play to develop and be completed when possible   |
|   | 1.5 Children's individual interests and needs are identified and supported by the provision of activities or materials                  |
|   | 1.6 A range of activities are available to allow children choice in their play whenever possible  |
|   | 1.7 Opportunities for both group and individual play are provided   |
| 2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities             | 2.1 Children's efforts are encouraged, acknowledged and praised   |
|   | 2.2 Activities, resources and materials are used flexibly so as to meet children's individual preferences and prompt extensions of play |
|   | 2.3 Children are encouraged to participate in a variety of experiences and to choose activities which support their development         |
|   | 2.4 Children's choice not to participate is respected   |
| 3. Facilitate children's play and leisure   | 3.1 Worker follows child's lead in play and participates when invited   |
|   | 3.2 Worker initiates play and invites child to participate  |
|   | 3.3 Children are interacted with enthusiasm,  |

**ELEMENT**

**PERFORMANCE CRITERIA**

- playfulness and enjoyment
- 3.4 Children's reactions to play environment are monitored to ensure each child remains interested, challenged but not frustrated
  - 3.5 Children are encouraged to include other children in their play
  - 3.6 Interaction between children are monitored to ensure children remain safe and are interacting appropriately
  - 3.7 Children's inappropriate play is redirected
  - 3.8 Excursions are arranged as necessary

Essential knowledge must include items from CHCFC1A - Support the development of children in the service



## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Leisure is understood to be:*

- A special way of doing and feeling
- It mixes stimulating, creative, relaxing, playful, refreshing challenging and pleasant
- It balances those things in life that may be boring, onerous, time consuming busy work, expectations, tiring, repetitive, hurried or dutiful
- Leisure describes pursuits that are freely chosen and deeply satisfying

*The environment may include:*

- The building and grounds where the service is located eg. Home, centre
- The local area around the service and its resources and characteristics

*An environment set up to “invite” children to play and foster play and leisure may:*

- Look interesting to the child
- Provide choices
- Be safe, physically and psychologically
- Provide challenge appropriate to the children's stage of development

*Creating an environment to foster play and leisure may depend on:*

- Whether the space is shared with other services
- Whether the service has to set up and pack up for each play session
- Resources available
- Age of children
- Number of children
- Type of service
- Environment
- Location
- Materials available (natural and processed)
- Staff
- Community background and expectations

## RANGE STATEMENT

*Different kinds of play and leisure may include:*

- Quiet and energetic, boisterous
- Functional, constructive, dramatic play
- Games and free flowing play
- Solitary, parallel and interactive or a mix of these
- Cooperative play
- Imaginative play
- Play with words/music

*For older children, play and leisure may include:*

- Sports
- Organised games eg. Races, soccer
- Games
- Hobbies and interests
- Solitary activities
- Listening to music
- Talking with friends
- Going for a walk
- Interactions with people from community
- Observing

*The creation of areas for different kinds of play and leisure may include areas for:*

- Quiet play
- Constructive play
- Noisy play
- Sand play, water play
- Creative play
- Dramatic play
- Physical play
- For sports
- For solitary activities
- For music
- For conversations

*Ways of facilitating play will be affected by a child's age/stage of development and may include:*

*For babies and infants:*

- Flexible routines to allow for the needs of individuals to be met
- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust
- Safe environment to explore

## RANGE STATEMENT

### *For toddlers:*

- The day is structured and routines are established
- Blocks of time are available for exploring and experimenting with the materials
- Caregivers introduce new and different experiences to children
- Play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- Caregivers give children time to develop their ideas
- Transition from one activity to another is smooth
- Worker modelling play and use of equipment

### *For 3 to 5 year old children:*

- Care giver's interactions provide a positive role model for children
- An environment is maintained that respects individual and group needs
- Children are aware of the limits which are applied consistently
- Children's feelings are acknowledged and respected by caregivers and children

### *For 6 to 12 year old children:*

- Participation with children
- Materials are suggested or alternatives uses of equipment/materials are suggested

*Experiences will vary according to the age of the child. Creative and challenging experiences may include:*

### *For babies and infants:*

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used eg. Water play, sand play, outdoors time

### *For toddlers:*

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it eg. Nature walk to look at leaves, collect them

## RANGE STATEMENT

- Experiences reflect a toddler's growing mastery of their own body eg. Small slippery dips are used, outdoor area can be a little more involved

*For 3 to 5 year olds:*

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

*For 6 to 12 year olds:*

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

*Aspects of child development include:*

- Physical fitness and skill
- Cognitive development
- Social development
- Emotional development
- Creative and aesthetic development
- Language development
- Moral development
- Spiritual development

*Resources required to be organised for excursions may include:*

- Records that need to be taken
- First aid supplies
- Relevant equipment
- Location of toilets
- Keys
- Mobile phone
- Tickets
- Equipment required for activities
- Petty cash

## RANGE STATEMENT

*Records that may need to be taken on excursions may include:*

- List of children attending
- Emergency contact details
- Medical needs for children

*Responsibilities of children on excursions may include:*

- For belongings
- For payments
- For time keeping
- For travelling together

*Opportunities that can be provided to support children's development will vary according to a number of factors in the service, such as:*

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies eg. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

*Skills related to physical development may include:*

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills
- Balance
- Locomotion

*Opportunities for social interaction may include:*

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

*Special occasions may include:*

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals

## RANGE STATEMENT

- Beginning and end of school term or holidays
- Cultural events
- “Graduation” from child care service

*Differences among children may include:*

- Gender
- Race and culture
- Age
- Interests and preferences
- Social context and lifestyle
- Communication style
- Personality
- Length of time attending service/child care
- Abilities

*Opportunities provided for social interaction will vary according to the age of the children. For babies and infants:*

- Trusting relationships are developed with familiar adults
- Adults work at eye level with infants
- Care routines are used for social interaction
- Adults talk, sing and recite poems with infants
- Adults listen to infants and respond

*Language forms may include:*

- Verbal and written
- Formal and colloquial, informal
- Fun and serious styles

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated ability to guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development
- Demonstrated ability to provide a range of experiences to stimulate children and aid their development
- Ability to vary experience depending on child's age, abilities, development, culture and need
- Critical aspects of assessment demonstrated ability to work effectively with young children within a historical and philosophical framework of child care delivery

*Essential knowledge:*

- Importance of play and leisure to human development
- Types and complexities of play and leisure
- Stages of play
- Play materials available
- Different cultural beliefs about play; areas of play regarded as important and appropriate
- Importance of play and leisure for older children and adults - a lifelong concept
- Occupational health and safety
- Range of leisure interests of children
- Cultural beliefs about leisure for children of different ages and adults
- Organisational standards, policies and procedures
- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Organisational standards, policies and procedures
- Introductory knowledge of child development for children aged 0 to 5 years or 6 to 12 years
- Inclusion and acceptance of all children

## EVIDENCE GUIDE

regardless of their race, gender or ability is understood

- Importance of childhood
- Interest in and enjoyment of children
- Relevant Quality Improvement and Accreditation Principles

### *Essential skills:*

- Placement of equipment, considering safety, movement of children, different ages/ stages of development of children
- Adapting environment to encourage different types of play and stages of play
- Adapting play or leisure experiences for different children according to needs, interests
- Time management
- Acceptance of different attitudes of families about play
- Contingency management
- Planning
- Interpersonal
- Active listening
- Communicate with children
- Reflect on own practices

### *Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment
  - Materials and equipment to facilitate play and leisure
- Assessment requires access to a range of opportunities defined in the Range Statement, This includes children of different:
  - Gender
  - Race and culture
  - Age
  - Interests and preferences



## EVIDENCE GUIDE

- Social context and lifestyle
- Communication style
- Personality
- Length of time attending service/child care
- Abilities

*Consistency of performance:*

- Assessment of competency may be conducted on one or more occasions
- Assessment should consider the range of differences among children identified in the range statement

*Context of assessment:*

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



## **UNIT CHCPR2C      Arrange/organise experiences which facilitate and enhance children's development**

### **Unit Descriptor**

This unit relates to the planning undertaken to ensure activities are defined, and the environment and resources developmentally appropriate to enhance children's leisure and play.

This unit maps to:

CHCPR2A Organise experiences for children

CHCPR4A Provide opportunities and experiences to enhance children's development

CHCPR5A Enhance children's play and leisure

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Establish an environment that can foster children's development                                      | 1.1 Opportunities are provided for children to plan and/or modify their environment   |
|   | 1.2 The environment is designed to accommodate all aspects of children's development and curiosity                                    |
|   | 1.3 The environment is designed to provide children with a choice of experiences  |
|   | 1.4 Strategies are implemented to engage children in activities, especially those who have difficulty entering or exiting situations  |
|   | 1.5 Materials are provided that capture attention, stimulate response and engage children   |
| 2. Provide creative and challenging opportunities which stimulate learning and development of the child | 2.1 The child is encouraged to gain skill and competence by persevering with a developmentally significant activity and developing it |
|   | 2.2 A range of creative experiences, play areas and materials is provided to encourage children to explore and make choices           |
|   | 2.3 Opportunities are made available for free play and independent play   |
|   | 2.4 Opportunities for children to practice developing skills are provided   |
|   | 2.5 Experiences and activities are provided for all the principal areas of development  |
|   | 2.6 Arrange and implement appropriate exercises according to organisational guidelines  |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 3. Plan, implement and evaluate developmentally appropriate experiences for children | <p>3.1 The program is guided by observations of the children and their views</p> <p>3.2 A program is developed in consultation with others</p> <p>3.3 Stories, visual materials and activities show diversity among children and adults</p> <p>3.4 Program is planned to reflect the range of children's needs, abilities and interests</p> <p>3.5 Assist children to participate in a wide range of leisure activities</p> <p>3.6 The program responds to the children's interests that arise spontaneously as they participate</p> <p>3.7 The program introduces new ideas and experiences for children as well as providing familiar experiences</p> <p>3.8 The program provides opportunity for children to follow up activities of high interest</p> <p>3.9 The program is inclusive and allows for full participation of all children</p> <p>3.10 Implement strategies to deal with contingencies that may arise</p> <p>3.11 Review the program according to organisational procedures to ensure ongoing relevance and quality</p> |
| 4. Encourage children's involvement in experiences                                   | <p>4.1 Children are consulted about what activities are made available</p> <p>4.2 Children's work is acknowledged and valued</p> <p>4.3 The child is encouraged to choose activities to support aspects of their development</p> <p>4.4 The child is encouraged to participate in a variety of experiences</p> <p>4.5 Children's response to the activity is catered to by adapting it</p> <p>4.6 A child's choice not to participate is respected</p>   |

## RANGE STATEMENT

*Experiences will vary according to the age of the child. Creative and challenging experiences may include:*

*For babies and infants:*

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used eg. water play, sand play, outdoors time

*For toddlers:*

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it eg. nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body eg. small slippery dips are used, outdoor area can be a little more involved

*For 3 to 5 year olds:*

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

*For 6 to 12 year olds:*

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

*Aspects of child development include:*

- Physical fitness and skill
- Cognitive development
- Social development
- Emotional development
- Creative and aesthetic development
- Language development

## RANGE STATEMENT

- Moral development
- Spiritual development

*Resources required to be organised for excursions may include:*

- Records that need to be taken
- First aid supplies
- Relevant equipment
- Location of toilets
- Keys
- Mobile phone
- Tickets
- Equipment required for activities
- Petty cash

*Records that may need to be taken on excursions may include:*

- List of children attending
- Emergency contact details
- Medical needs for children

*Responsibilities of children on excursions may include:*

- For belongings
- For payments
- For time keeping
- For travelling together

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Demonstrated ability to observe and interpret children's behaviour and contribute to program planning
- Demonstrated ability to plan for, provide and review a range of activities and opportunities which stimulate children's individual development
- Demonstrated ability to provide a range of experiences to stimulate children and aid their development
- Ability to vary experience depending on child's age, abilities, development, culture and need

### *Essential knowledge:*

- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Organisational standards, policies and procedures

### *Essential skills:*

- Contingency management
- Interpersonal
- Active listening

### *Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

### *Context of assessment:*

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





## UNIT CHCPR3C

## Develop an understanding of children's interests and developmental needs

### Unit Descriptor

This unit maps to: CHCPR3A Observe children

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Gather information about the child through observation  | 1.1 Children are observed during their normal pattern of play and daily interactions to identify their interests and needs<br>1.2 Children's strengths and needs are monitored   |
| 2. Gather information about the child from secondary sources   | 2.1 Child records are used to collect information about each child<br>2.2 Information exchange with family is used to collect information about each child's needs interests and cultural practices  |
| 3. Record observations appropriately   | 3.1 Information collected through observation and secondary sources is discussed with relevant people or recorded according to requirements<br>3.2 Information discussion or recording is free from biased comments and negative labelling of children<br>3.3 Observations are recorded carefully and accurately |
| 4. Use observations and information collected to understand the child and contribute to program planning | 4.1 Information gathered about the child is used to provide suggestions for ways to enhance that child's play and leisure<br>4.2 Information gathered about the child is used to ensure that interactions with the child meet their individual requirements  |

## RANGE STATEMENT

*To identify children's interests and plan future experiences, observations vary according to children's ages . Observations may include:*

*For babies, infants and toddlers:*

- All aspects of the child's development
- Fine and gross motor skills
- Interests, strengths and needs
- Child's knowledge, skills and understanding

*For 3 to 5 year olds:*

- All aspects of child's development
- Child's interests
- Child's strengths and needs
- Social interactions
- Child's knowledge, skills and understanding

*For 6 to 12 year olds:*

- All aspects of child's development
- Child's interests
- Child's strengths and needs
- Their interests and leisure requirements
- Peer groupings, and social interactions
- Socially isolated children
- Interests, strengths and needs

*Information may be gathered by:*

- Observations of the child
- Questioning
- Reports
- Conversations with child's peers
- Anecdotal information eg. Remembrances of other workers, parents

*Specifications for recording observations may include:*

- Organisational requirements
- Service accreditation requirements
- Confidentiality policies and procedures

*Contributions to observation recording can be in the form of:*

- Writing
- Discussions
- Conversations

## RANGE STATEMENT

*Play may be recorded by:*

- Writing
- Video
- Photography

*Contributions to planning may involve observations that:*

- Play environment is too challenging, leading to children becoming frustrated
- Play environment is not stimulating enough, leading to children becoming bored
- Play environment does not provide opportunity for child's interests/needs
- Child's reactions to play environment
- Child's play interests

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | Demonstrated ability to observe and interpret children's behaviour and contribute to program planning  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Relevant child development stage knowledge to a basic level</li><li>• Organisational standards, policies and procedures</li></ul>  |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Skills in observing children to an introductory level</li><li>• Report writing</li><li>• Interpersonal</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. This includes:</li><li>• A childcare workplace</li><li>• Access to children's services, resources and equipment</li><li>• Access to the local environment</li></ul> |
| <i>Context of assessment:</i>          | This unit could be assessed either on the job, or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations   |

## UNIT CHCPR9C Document, interpret and use information about children

### Unit Descriptor

This unit relates to the collection of high quality information on children to assist in program planning

This unit maps to CHC99 units: CHCPR9A

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Gather and document detailed information about the child                                   | 1.1 Information and observations are gathered according to a specific need or purpose  |
|   | 1.2 Detailed information about children is gathered and documented using a variety of appropriate methods  |
|   | 1.3 Information and observations collected should be valid, representative, significant and relevant   |
|   | 1.4 A series of observations which address all aspects of development are collected over a period of time and in a variety of situations   |
|   | 1.5 Colleagues, families and others are consulted in a sensitive manner  |
| 2. Monitor children's developmental progress and develop understanding of individual children | 2.1 Observations and information are used to assess and monitor the child's play preferences, social interactions, communication and language, thinking styles, physical abilities and emotional status                            |
|   | 2.2 Information and observations are interpreted to identify the individual developmental needs, capabilities, potential, interests, preferences and needs of the child in order to guide program strategies to foster development |
|   | 2.3 Behaviour which is out of character for an individual child is monitored and interpreted and responded to appropriately  |
|   | 2.4 Interpretations of observations demonstrate inclusive principles and understanding   |
| 3. Use information from observations with others  | 3.1 Demonstrate quality observations practices to other workers  |
|   | 3.2 Information is provided to others to inform program planning, support children's play and evaluate programs  |

| ELEMENT                                   | PERFORMANCE CRITERIA  |
|---|---|
|   | <ul style="list-style-type: none"><li>3.3 Records of observations are used to provide feedback to children about their skills and competence and promote remembering</li><li>3.4 Time is made available to share information with parents</li><li>3.5 Any concerns regarding a child's development are followed up with appropriate persons/services</li></ul>  |
| 4. Use information to plan the program    | <ul style="list-style-type: none"><li>4.1 All aspects of the child's development are considered from the information and catered for within the program</li><li>4.2 Opportunities and experiences that will foster the development of the child are planned from the information</li></ul>  |
| 5. Design observation systems with others | <ul style="list-style-type: none"><li>5.1 Systematic ways of observing children are developed to ensure all children are included</li><li>5.2 Systematic way of observing children are developed to ensure that all interpretations of behaviour can be clearly linked to evidence</li><li>5.3 Observation systems that are developed are clearly linked to program planning and evaluation processes</li><li>5.4 Processes are implemented to ensure appropriate access by others to observation information</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Specific purposes or needs for observation include:*

- Planning experiences for the child
- To identify the child's capabilities
- To identify the child's interests and needs
- To monitor uncharacteristic or atypical aspects of development

*A child's capabilities will include:*

- Physical capabilities
- Emotional capabilities
- Cognitive capabilities
- Social capabilities
- Creative capabilities
- Language capabilities
- Spiritual and moral aspects

*Recording methods may include:*

- Written
- Photography
- Audio and video recordings

*A variety of methods may be used to gather information:*

- Observing while participating with children in an experience
- Narrative methods
- Sampling methods
- Chart methods
- Gathering information about the child from other workers
- Asking family members
- Discussions with other children
- Collecting samples of children's work
- Observing children at play activities, during care routines and social interactions

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated ability to gather information from a variety of sources and observe and interpret children's behaviour
- Demonstrated ability to monitor and assess children's development and learning and use information to inform program planning

*Essential knowledge:*

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisational standards, policies and procedures

*Essential skills:*

- Communication skills
- Reporting
- Interpersonal
- Planning

*Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations



## UNIT CHCPR10C

## Design, implement and evaluate programs of the service

### Unit Descriptor

|                    |          |  |
|--------------------|----------|--|
| This unit maps to: | CHCPR10A | Facilitate the design of programs of the service |
|                    | CHCPR11A | Coordinate the implementation of programs        |
|                    | CHCPR12A | Monitor and evaluate programs                    |

### ELEMENT

### PERFORMANCE CRITERIA

|    |  |     |  |
|----|--|-----|--|
| 1. | Design & implement programs with all those involved  | 1.1 | Opportunities are used or established to gather information from and communicate all necessary information to those involved |
|    |  | 1.2 | Ideas and concerns about the current program and setting are identified and considered in designing the program              |
|    |  | 1.3 | Programs are designed & implemented which reflect the philosophy and goals of the service                                    |
| 2. | Design & implement programs to enhance development of children   | 2.1 | Information about each child's development is gathered to inform the program   |
|    |  | 2.2 | Programs which are child centred and designed to widen children's experiences are developed & implemented                    |
|    |  | 2.3 | Programs which foster all aspects of children's development in a holistic way are developed & implemented                    |
|    |  | 2.4 | Programs provide for the capabilities, interests, needs and backgrounds of children who attend the service                   |
|    |  | 2.5 | All the resources required for the program are identified and available at the required time                                 |
|    |  | 2.6 | A flexible daily timetable is developed which incorporates developmental opportunities, routines and transition experiences  |
| 3. | Design & implement programs which are relevant to the cultural and social contexts of the children and their community | 3.1 | Information is gathered about the contexts of the children's lives and used to guide planning                                |
|    |  | 3.2 | The varying expectations of parents of diverse backgrounds are identified and accommodated where possible                    |
|    |  | 3.3 | Programs are developed & implemented which reflect diversity and inclusive perspectives in an ongoing manner                 |

| <b>ELEMENT</b>                                   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
|  | <p>3.4 Experiences and resources selected reflect diversity and promote cross cultural awareness in a positive and respectful manner</p> <p>3.5 Experiences and resources are selected which support and develop children's identities</p>   |
| 4. Develop appropriate settings and environments | <p>4.1 Settings, environments and resources are evaluated and modified in relation to children's cultures, family backgrounds and interests</p> <p>4.2 Settings, environments and resources are evaluated and modified to ensure all aspects of children's development and learning are fostered and provides children with choices</p> <p>4.3 Modifications are implemented within the constraints of resources available, service location and promotes the organisation and aesthetics</p>  |
| 5. Monitor and evaluate programs                 | <p>5.1 Plans are adapted according to children's responses, conditions of the day and spontaneously arising opportunities.</p> <p>5.2 Information is gathered and documented using a range of methods in order to assess the progress and achievements of each child.</p> <p>5.3 Opportunities are used or established to gather feedback and comments from all those involved</p> <p>5.4 Appropriate criteria for evaluating the overall program are identified and applied</p> <p>5.5 Children's responses and comments are included as part of the evaluation process</p> <p>5.6 Programs are evaluated regularly and in accordance with service guidelines</p> <p>5.7 Information is used towards further design of programs</p> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Programs may be designed and implemented for:*

- A group of children
- A playgroup
- Individuals
- A service

*Programs include:*

- Routines
- Transitions
- Organisation of time and space
- Experiences
- Interactions

*All those involved with program design may include:*

- Children
- Staff/care providers
- Parents
- Management

*Ideas and suggestions for programming and may be gathered from:*

- Colleagues
- Networks
- Resource workers
- Teachers in schools when service is co located
- Newsletters, magazines, articles
- Publications

*Information may be communicated by:*

- Other staff
- Parents
- Volunteers
- Verbal means and written formats
- In fun and creative ways

*Programs may include a variety of types of experiences including:*

- Excursions/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor

## RANGE STATEMENT

- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

*Service philosophies include:*

- Culturally specific services philosophies
- Philosophies about children, their development and learning
- Philosophies and values about society and communities

*Goals of the service may be oriented to an emphasis on:*

- Creativity
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding

*Resources required may include:*

- Transport
- Equipment
- Venue
- Equipment and materials
- Curriculum/learning materials
- Staffing
- Food and drink
- Support staff and resource staff
- Skills of staff

## RANGE STATEMENT

*Organising resources may include:*

- Purchasing
- Booking
- Employing staff
- Borrowing
- Other staff
- Parents
- Volunteers

*Timetable considerations may include:*

- Time
- Costs
- Expectations
- Booking details

*The context of the children's lives may include:*

- Geographic context, eg. Remoteness, high rise buildings, lack of open space
- Community groupings, alliances and conflicts
- Historical context of community, eg. Significant events, future plans
- Social context, eg. Social isolation, crowding and noise
- Cultural context

*Information about a child's development and social/cultural context may be gained by:*

- Recorded observations
- Conversation with child
- Consulting parents
- Consulting family/community representatives
- Written reports/records

*Identities of children may include:*

- Racial
- Gender
- Cultural
- Social
- Peer group

## RANGE STATEMENT

*Information about a child's progress may be gathered by:*

- Observation
- Questioning
- Comments from other children
- Observations and comments from other staff, parents and family/community members
- Samples of things child has done

*Mobile services may need to design programs particularly targeted to children who are isolated:*

- Geographically
- Socially

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrated capacity to apply a defined philosophical approach to delivery of services to children and to continuously improve services through reflecting on effectiveness of practices
- Demonstrated capacity to state and outline a personal philosophy about children's development through programming which considers theories of child development and learning and social justice and equity
- Capacity to organise and coordinate a range of activities at once and to undertake appropriate evaluation of effectiveness of programs
- Demonstrated capacity to apply criteria to evaluate programs in relation to:
  - Short term and long term goals of the program
  - Progress of individual children
  - Progress of the group of children
  - Philosophy and goals of the service
  - Cost effectiveness
  - Appropriate practice
  - Daily programs, weekly programs

*Essential knowledge:*

- Theories of child development
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment tools to guide decision making about programming
- Respect for different family expectations
- Detailed knowledge of facilitating a variety of learning experiences eg. Art, music, sport
- Up to date information and a range of sources of information is accessed as resources for program development
- Organisational standards, policies and procedures

## EVIDENCE GUIDE

- Location of resources and materials
- Identification of range of resources required
- Criteria to review setting and environment
- Evaluation methods
- Stakeholders who need to be involved in evaluation
- Relevant quality improvement and accreditation system principles

### *Essential skills:*

- Planning
- Effective communication with target groups
- Analysis and reflective thinking
- Selecting and administering appropriate assessment and evaluation tools

### *Resource implications:*

- Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

### *Context of assessment:*

This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions



## **UNIT CHCPR13B Facilitate the development of programs for children with additional needs**

### **Unit Descriptor**

This unit relates to the development of programs for children with additional needs

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 1. Plan required resources                            | <ul style="list-style-type: none"><li>1.1 Appropriate facilities are identified for the child</li><li>1.2 Toys and equipment that are appropriate for the child are identified and gathered or modified</li><li>1.3 Specialist resources are identified and requested as needed</li><li>1.4 Additional resources required are planned according to finances available and utilised</li></ul>  |
| 2. Develop the program to meet the needs of the child | <ul style="list-style-type: none"><li>2.1 The program for the child is developed in consultation with all involved</li><li>2.2 Desired outcomes and goals are identified through consultation</li><li>2.3 Current program is reviewed to identify how appropriate it is for the child</li><li>2.4 Detailed information is gathered to identify the child's needs</li><li>2.5 The program is developed so that it includes the child's needs, in consultation with staff</li></ul> |
| 3. Maintain communication with those involved         | <ul style="list-style-type: none"><li>3.1 Strategies for on-going communication are developed and reviewed with all those involved</li><li>3.2 Communication channels are clearly identified and used</li><li>3.3 Evaluation of the effectiveness of the program is facilitated regularly with all those involved</li></ul>   |

## RANGE STATEMENT

*Children having additional needs may include needs due to:*

- Language difficulties
- Physical, sensory or developmental disability
- Health problems
- Behavioural or psychological disorders
- Family circumstances and needs
- A child recently arrived in Australia from a very different culture
- A child whose culture is different from the culture of the centre
- Child at risk
- Unknown diagnosis
- Known diagnosis
- Cultural / religious practices
- Communication difficulties
- Giftedness

*Communication difficulties of a child may be due to:*

- Trauma, violence and crises
- Disabilities e.g. Hearing, visual, speaking
- Health problems and disorders
- Learning problems
- Deprivation of sensory stimulation

*Specialist resources may include:*

- Professionals with expertise about particular needs of children
- Written information
- Special equipment
- Information and education videos
- Resource networks
- Family members
- Bilingual workers
- Interpreter services
- Resource units
- Extra staffing

*Additional resources may include:*

- Worker training
- Toy libraries

## **RANGE STATEMENT**

*Review of current program  
could include:*

- Review for child with additional needs
- Review of strategies for meeting needs of child within context of whole group

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i>     | <ul style="list-style-type: none"><li>• Demonstrated ability to develop programs which meet additional needs of children</li></ul>  |
| <i>Interdependent assessment of units:</i> | <p>This unit should be assessed with:</p> <ul style="list-style-type: none"><li>• CHCIC12A Plan the inclusion of children with additional needs or</li><li>• CHCSD11A Facilitate the inclusion of children with additional needs</li></ul>                            |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Inclusion, non-discriminatory practices and associated legislation</li><li>• Knowledge of child development - build on strengths of child</li><li>• Organisational standards, policies and procedures</li></ul>               |
| <i>Essential skills and attitudes:</i>     | <ul style="list-style-type: none"><li>• Observation</li><li>• Communication skills</li><li>• Consultative skills</li><li>• Local community resources</li><li>• Respect for family expectations and desired outcomes for child</li><li>• Planning</li></ul>            |
| <i>Resources:</i>                          | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. This includes: a childcare workplace, access to Children's services resources and equipment, access to the local environment</li></ul> |
| <i>Context of assessment:</i>              | <p>This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations</p>  |

## UNIT CHCPR14B Observe children and interpret observations

### Unit Descriptor

This unit relates to the observation and interpretation of children's developmental progress

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Monitor children's developmental progress                   | <p>1.1 Information about children's developmental progress is gathered and recorded</p> <p>1.2 Any concerns regarding a child's development are followed up with appropriate persons/services</p> <p>1.3 Information is communicated to parents clearly and sensitively</p> <p>1.4 Strengths identified are used to guide program strategies to foster development</p>                 |
| 2. Monitor social interaction of the children                  | <p>2.1 The degree of inclusiveness in the children's interactions and language is identified and strategies developed as required</p> <p>2.2 The level of problem solving and conflict resolution skills is observed and strategies developed as needed</p>  |
| 3. Gather information about the child's views and perspectives | <p>3.1 The child's views of the social world and relationships is investigated through observation of their interactions and reflection about their communication</p> <p>3.2 The child's thinking style is identified</p> <p>3.3 The child's interests and emerging interests are identified</p> <p>3.4 The children's strengths, talents and potential are identified</p>             |
| 4. Demonstrate quality observations practices to other workers | <p>4.1 Own observations of children are significant, valid and concise</p> <p>4.2 Interpretations of behaviour, needs and interests are clearly linked to evidence in observations</p> <p>4.3 The intensity/detail of the observations is appropriate to the purpose and the context</p> <p>4.4 Interpretations of observations demonstrate inclusive principles and understanding</p> |
| 5. Use information from  | <p>5.1 Information is provided to broaden the other's</p>  |

| <b>ELEMENT</b>                               | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| observations to guide others                 | understanding of the child  |
|  | 5.2 Information is communicated to others to improve their interaction with a child         |
|  | 5.3 Information is provided to others to improve program planning and evaluation            |
|  | 5.4 Discussions on programs and children's needs are based on the information gained        |
| 6. Design observation processes, with others | 6.1 Systematic ways of observing children are developed to ensure all children are included |

## RANGE STATEMENT

*A child's capabilities will include their:*

- Physical capabilities
- Emotional capabilities
- Cognitive capabilities
- Social capabilities
- Creative capabilities
- Language capabilities

*Recording methods may include:*

- Written
- Photography
- Video recording

*A variety of methods may be used to gather information:*

- Observing while participating with children in an experience
- Time sampling
- Gathering anecdotes about the child's interactions from other workers
- Asking family members
- Discussions with other children
- Collecting samples of children's work
- Observing children at play, activities and social interactions

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i>     | <ul style="list-style-type: none"><li>• Demonstrated capacity to observe and interpret children's behaviour to contribute to program planning</li><li>• Specific purposes or needs for observation include: planning experiences for the child, to identify the child's abilities, needs and interests</li></ul>                     |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• How the observer influences interaction and behaviour</li><li>• Styles of thinking</li><li>• Developmental knowledge</li><li>• Understanding different cultures</li><li>• Developmental norms at different ages/stages</li><li>• Organisational standards, policies and procedures</li></ul> |
| <i>Essential skills and attitudes:</i>     | <ul style="list-style-type: none"><li>• Reporting</li><li>• Interpersonal</li><li>• Planning</li></ul>   |
| <i>Resources:</i>                          | Assessment requires access to a range of opportunities defined in the Range Statement. This includes: a childcare workplace, access to Children's services resources and equipment, access to the local environment  |
| <i>Interdependent assessment of units:</i> | Competence in <ul style="list-style-type: none"><li>• CHCPR9A "Use observations and records" is a prerequisite for this unit</li></ul>   |
| <i>Context of assessment:</i>              | This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations  |



## **UNIT CHCPR0T1B      Act as a witness**

### **Unit Descriptor**

Providing assistance within juvenile justice and care and protection processes.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Contribute to the court processes as a witness  | 1.1 Pre and post court briefings and debriefings are participated in as appropriate and required                                   |
|  | 1.2 Evidence provided reflects questions and directions asked by court or legal representatives                                    |
|  | 1.3 Evidence is provided using factual descriptions and presented clearly and concisely  |
|  | 1.4 Conduct is according to requirements of court processes and proceedings  |
|  | 1.5 Appropriate legal representatives are liaised with   |
|  | 1.6 All appropriate and required documentation and reporting is undertaken and stored in accordance with organisational procedures |
| 2. Provide appropriate coordination and assistance | 2.1 Relevant information about court processes is provided to relevant people  |
|  | 2.2 Immediate assistance is provided as appropriate to the work role   |
|  | 2.3 Referral and/or other advice is offered to parents, caregivers and children  |

## RANGE STATEMENT

*The contexts for acting as a witness include:*

- Within a juvenile justice process
- Within a care and protection process

*Acting as a witness will be carried out within requirements established by:*

- Rules of evidence within legal and court processes
- Commonwealth and State legislation
- International conventions relating to the Rights of Children and Young Persons
- Organisational policy and procedures
- Relevant program standards

*Pre and post court briefings includes being briefed by:*

- A legal representative on the rules of evidence and court protocol
- A statutory worker on the details of the case and organisational policy for presentation of evidence
- A legal representative and/or statutory worker on outcomes and consequences of court decisions

*Provision of evidence includes verbal presentation of factual information that:*

- Is descriptive and devoid of assumptions or judgmental statements
- Represents the details and facts of the evidence that are pertinent to the case

*Information provided is tailored to include:*

Language that can be understood by the majority of participants in the court process with reduced jargon

*Appropriate legal representatives include:*

Crown law or private legal representatives appointed by Crown law

*Relevant people may include:*

- Parents and caregivers
- Workers or representatives from related agencies

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Presents information factually and descriptively</li><li>• Demonstrates an awareness of legal and court protocols and processes</li><li>• Demonstrates knowledge related to appropriate organisation and legislative requirements</li><li>• Use typical processes listed in the Range Statement</li></ul>   |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Operations of the court process</li><li>• Operations of legal system</li><li>• Legal implications and responsibilities of statutory work</li><li>• Rules of evidence</li><li>• Relevant policy and procedures</li><li>• Relevant legislation</li></ul>  |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Communicating effectively with:<ul style="list-style-type: none"><li>– Organisations and representatives of court and legal system</li><li>– Children, young people and parents/caregivers</li></ul></li><li>• Clear speaking and presentation of facts</li><li>• Managing stress within a court environment</li><li>• Report writing skills</li><li>• Interviewing and assessment skills</li></ul> |
| <i>Resource implications:</i>          | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes   |
| <i>Consistency in performance:</i>     | Consistency in performance should consider the complexity of juvenile justice or care and protection processes undertaken by workers  |
| <i>Context of assessment:</i>          | This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions  |



**UNIT CHCPR0T2C****Undertake and implement planning with at-risk children and young people and their families****Unit Descriptor**

Undertaking assessments of children and young people and or families to develop an intervention strategy to reduce the risk of abuse.

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Ensure client received services appropriate to their needs | 1.1 Convene and attend relevant meetings to share information<br>1.2 Maintain effective working relationships with relevant agencies, service providers and professionals<br>1.3 Clarify and document different roles to be played by relevant agencies, service providers and professionals<br>1.4 Provide information and updates to relevant agencies, service providers and professionals on case management changes and progress<br>1.5 Clients are provided with information about the roles of different services available to them in accordance with organisational and legal requirements<br>1.6 Make referrals as appropriate to meet the needs of children, young people and their families |
| 2. Implement and review plan                                  | 2.1 Work is prioritised and undertaken to assure needs of clients are met with frame<br>2.2. Competing demands and work pressures are identified and strategies implemented to maintain a focus on the clients' needs<br>2.3 Routinely engage child, family and others in review of case plan (this should be in supervision)<br>2.4 Work within ethical and legislative guidelines   |

## RANGE STATEMENT

*Communication will include with:*

- People with disabilities or where English is not the first language
- People in particular communities
- Different age and gender groups

*Information includes:*

Risk factors, prior history, family strengths

*Review procedures include:*

- Departmental reviews
- Court reviews
- Review of child family and other stakeholders

*Reports include:*

- Verbal
- Written
- Completion of Proformas
- Meeting reports

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Must be assessed with case management and inter-agency
- Demonstrate ability to develop and implement case plans through collaboration with key stakeholders which assess and address key risk factors in families and reduce risk to the child/young person

*Essential knowledge required includes:*

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisational procedures, systems and practice for client assessment and allocation of services
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
  - Risk factors
  - Vulnerability of child
  - History of abuse
  - Parents perception of child
  - Parents personal characteristics
  - Social interaction
  - Relationships and spouse

*Essential skills required include:*

- High level interpersonal skills
- Understanding of and ability to utilise case management tools
- Knowledge of therapeutic models and ability to utilise
- Analysis and judgement
- Risk management
- Oral communication skills required to develop rapport with client. Oral communications skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group

## EVIDENCE GUIDE

- Literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation
- Ability to develop collaborative relationships with child, family and other key stakeholders

*Resource implications:*

Access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

*Consistency in performance:*

- Assessment may include observations, questioning or evidence gathered from the workplace
- Assessment may take place on one occasion but must include a number of clients with complex needs

*Context of assessment:*

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions



## UNIT CHCROT3D

## Manage provision of out of home care

### Unit Descriptor

This unit applies to workers who are responsible for the case management of children and young people who are living in out of home care and covers the planning and providing for care placement of children and young people.

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Work within established principles of out of home care provision  | <ul style="list-style-type: none"><li>1.1 Opportunity is provided for the child or young person to express their views on all matters concerning his or her welfare</li><li>1.2 All actions and decisions take into account the culture, disability, language, religion and sexuality of the child or young person</li><li>1.3 Assistance is provided to a child or young person in care to ensure that his or her name, identity, language, cultural and religious ties are preserved</li><li>1.4 The Aboriginal and Torres Strait Islander Placement Principle is applied to all Aboriginal and Torres Strait Islander children and young people</li><li>1.5 Birth parents, family and significant others are actively supported wherever possible, to continue to play a significant role in their child's life while he or she is in care</li></ul> |
| 2. Develop <i>care/case/placement plan</i> in consultation with child/young person, family, carers and other service providers | <ul style="list-style-type: none"><li>2.1 The safety welfare well-being of the child or young person is the paramount consideration in all planning</li><li>2.2 Children, young people, carers, family and significant others are actively involved in the decision making processes</li><li>2.3 Planning takes into account immediate, medium and long term needs of the child/young person, family and carer</li><li>2.4 Placement is selected in accordance with the needs of the child/young person and the care plan</li><li>2.5 Planning is undertaken in line with all legislative and organisational requirements</li><li>2.6 Care/case plan is communicated to child or young person, carers, family members, and other bodies as required by legislative and organisational requirements</li></ul>  |

| ELEMENT                                      | PERFORMANCE CRITERIA   |
|--|--|
|  | <p>2.7 Permanency planning principles are applied in all case planning processes</p> <p>2.8 All necessary documentation is completed, and stored in accordance with legislative and organisational standards and procedures</p> <p>2.9 Restoration/reunification is considered in the case planning process</p>  |
| <p>3. Implement care/case/placement plan</p> | <p>3.1 The child/young person, is prepared for the placement</p> <p>3.2 The child/young person's family and the new carers are briefed and prepared for the placement</p> <p>3.3 Record keeping systems in line with organisational and legislative requirements is undertaken and maintained re the placement</p> <p>3.4 Resource allocation to support the placement is organised in line with organisational procedures</p> <p>3.5 The immediate and longer term developmental needs of the child or young person are monitored, addressed and supported throughout the placement</p> <p>3.6 Support is provided to carers in their provision of day-to-day care for the child or young person</p> <p>3.7 Support is provided to carers to meet the changing and developing needs of the child/young person</p> <p>3.8 Support is provided to carers at times of critical incidents and on other occasions of stress</p> <p>3.9 Child's identity and development of social relationships is supported through approaches such as Life Story Work</p> <p>3.10 Contact with family and significant others, including siblings and community, is implemented according to the care/case plan</p> <p>3.11 Appropriate action which complies with legislative and organisational requirements and interagency protocols is taken immediately to address alleged abuse in care, or other critical situations, which may arise</p> |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 4. Monitor and review care/case/placement plan           | <ul style="list-style-type: none"><li>4.1 Regular review mechanisms are in place and implemented according to legislative and organisational requirements</li><li>4.2 The developmental needs of the child or young person, including health, education, social and emotional, are regularly assessed and reviewed.</li><li>4.3 Ongoing monitoring of the child or young person and carers is undertaken</li><li>4.4 The child/young person is given opportunities, both formally and informally to meet in private with the case worker and talk about their placement</li><li>4.5 Information about the progress of the child is provided to parents/family or significant others</li></ul> |
| 5. Develop and implement restoration/reunification plans | <ul style="list-style-type: none"><li>5.1 Restoration/reunification plans are developed whenever there is a possibility of a child or young person returning to a parent's care</li><li>5.2 Restoration/reunification plans comply with legislative and organisational requirements</li><li>5.3 Restoration/reunification plans include clear outcomes to be achieved prior to restoration, timeframes for these achievements and contact provisions</li><li>5.4 Restoration/reunification planning involves the participation of all those involved in the placement including the child or young person, the carers and the family</li></ul>  |
| 6. Develop and implement leaving care/case plans         | <ul style="list-style-type: none"><li>6.1 Leaving care plans are developed prior to a child leaving care, in line with legislative and organisational requirements</li><li>6.2 Leaving care plan includes preparation for all those significant to the child or young person, including the carers and the family</li><li>6.3 Information is provided to the child or young person about their rights and entitlements on leaving care, including access to records</li><li>6.4 Designated leaving care and after care agencies are identified and included in the planning and referral process</li></ul>  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Out of home care can include the child or young person staying with/in:*

- Relatives, friends and acquaintances
- Foster care
- Residential care
- Shared family care
- Kinship care

*Care plan can include:*

- Day to day care issues
- Protective planning
- Restoration/reunification
- Residence of child or young person
- Contact with family, including siblings, and other significant people
- Education and training
- Religious practice
- Intensive support/special needs
- Medical treatment and healthcare
- Cultural needs/identity issues
- Type of placement proposed, including temporary care pending permanent placement
- Agency responsible for care of child
- Support services to be provided to child or young person
- Leaving care or after care needs
- Timeframes and processes for review

*Aboriginal and Torres Strait Islander Placement Principle is:*

- Principles of self-determination and participation ie. Aboriginal and Torres Strait Islander people have ownership in relation to decisions about Aboriginal and Torres Strait Islander children/young people
- Principles of culturally appropriate placement
- Principles of recording requirements of all Aboriginal and Torres Strait islander children and young people and all records are kept permanently

## RANGE STATEMENT

*Name, identity, language, cultural and religious ties include:*

- Child or young person's cultural background is recorded appropriately
- If an Aboriginal or Torres Strait Islander child is placed in a non-aboriginal placement contact is maintained with the Aboriginal and Torres Strait Islander community
- Cultural and religious practices are maintained and reinforced throughout the placement

*Legislative and organisational requirements include:*

- State and commonwealth legislation
- Codes of conduct and organisational beliefs and philosophies
- International conventions on the rights of children and young people
- State and national standards for out of home care
- Interagency protocols

*Prepared for placement includes:*

- Appropriate information provided about
  - Carer and carer's family
  - Child or young person and their needs (including medical, social, educational, physical and emotional)
  - Safety issues regarding the care of the child or young person
- Providing empathy, understanding, and opportunity to talk
- Adequate clothing, food, toys, equipment for placement

*Needs of the child or young person may include:*

A range of developmental and individual needs of the individual child or young person including

- Physical health
- Education and/or training
- Family and social relationships
- Self care skills
- Assistance in understanding the reason they are in care
- Cultural acknowledgement, input and education

## RANGE STATEMENT

*Support provided to child or young person include:*

- Regular opportunities to discuss placement issues with a trusted and supportive adult
- Establishment of a safe and trusting relationship with a responsible adult(s) who can act as an advocate if appropriate
- Encouragement and opportunities to participate meaningfully in decision making processes
- Ongoing identification, addressing and monitoring of the range of developmental needs
- Encouragement to participate in support or advocacy networks with other children/young people in out of home care

*Support provided to carers include:*

- Regular planned opportunities to discuss placement issues
- Access assistance at time of crisis or stress
- Opportunity for critical incident de-briefing
- Regular training on issues relevant to care of children and young people
- Encouragement to participate in support networks with other carers
- If caring for a child or young person from a diverse background carers are assisted to support and positively reinforce the child/young person's cultural background and identity

*Regular review:*

Reviews are undertaken in line with legislative and organisational requirements

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Demonstrates best practice in out of home care as identified by National standards and research
- Operates within applicable standards, policies and procedures and legislative requirements

*Interdependent assessment of units:*

This unit should be assessed in conjunction with

- CHCCM6A Undertake case management in a child protection framework and
- CHCCOM3C Utilise specialist communication skills to build strong relationships

*Essential knowledge:*

- Provision of care protocols, procedures and policies
- Awareness of statutory mandates and consequent responsibilities
- Impact of care placements
- Family and social dynamics which may impact on care placements
- Principles of effective casework
- Understanding of child and adolescent development
- Understanding of attachment theory (including grief and loss)
- Principles of permanency planning
- Understanding of identity issues and the importance of birth family
- Aboriginal child placement principles
- Understanding of legal implications and responsibilities of statutory work
- Understanding of state and federal jurisdictions, including all courts within the jurisdictions
- Understanding of workings of court, legal systems and legal processes.
- Detailed understanding of child protection policy and procedures including inter-agency protocols.
- Detailed understanding of legislation relevant to child protection including permanency planning and adoption.

## EVIDENCE GUIDE

- Understanding of risk assessment, comprehensive psycho-social assessment and family assessment
- Understanding of indicators of harm, types of harm, definitions and dynamics of harm.
- Understanding of theories on vulnerability and resilience of children and young people
- Understanding of the change process
- Understanding of stages of child development (physical, emotional, cognitive, psychological and social including attachment theory)
- Understanding of family dynamics in different cultures
- Understanding of recording and reporting systems
- Understanding of how to access interpreters for clients and their families who are from non-English speaking background or who are hearing or speech impaired.

### *Essential skills:*

- Ability to advocate on behalf of children, young people and families
- Ability to interpret policies, procedures, standards and statutory obligations
- Ability to use communication techniques such as; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Ability to use solution focussed interviewing techniques
- Ability to interview and engage children, young people, their families and foster carers in communication exchange.
- Ability to effectively and impartially collect and analyse information according to risk assessment frameworks or models.
- Ability to articulate rationale for decision-making
- Ability to interpret legalese into language understood by client and significant others
- Ability to set boundaries for roles and actions
- Ability to demonstrate empathy and rapport building
- Ability to use age appropriate language and questioning techniques



## EVIDENCE GUIDE

- Ability to facilitate participative goal setting and case planning
- Ability to utilise conflict resolution skills
- Ability to manage grief and change processes
- Ability to engage and establish a professional relationship with children and young people
- Ability to monitor own level of stress and implement stress management strategies
- Ability to work appropriately with cross cultural issues
- Ability to present factual, non-emotive information succinctly.
- Appropriate use of supervision and consultation

*Resource implications:*

Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purpose

*Consistency in performance:*

Consistency in performance should consider the range of clients and specific needs that will encountered in the workplace

*Context of assessment:*

This unit of competence must be assessed in the workplace and under the normal range of workplace conditions



## UNIT CHCProt4C

## Prepare information for justice processes

### Unit Descriptor

This unit applies to workers who contribute to justice processes by preparing information on child protection cases. It does not involve providing evidence. This unit is a revision of PROT4A

| ELEMENT                                       | PERFORMANCE CRITERIA   |
|---|--|
| 1. Collect and prepare material               | <ul style="list-style-type: none"><li>1.1 Interviews to gather evidence from witnesses are conducted to obtain a factual record of events</li><li>1.2 Relevant information gathered from interviews is crosschecked and confirmed with a number of sources</li><li>1.3 Evidence and information is prepared for consideration of court using established procedures</li><li>1.4 Relevant parties are liaised with and kept informed of status of evidence and court process</li><li>1.5 Evidence is collected and documented in ways that ensure statutory requirements and procedures are satisfied</li><li>1.6 Arrangements to support witnesses attendance in court are made using established procedures</li><li>1.7 All required reporting and storage of written materials are undertaken in accordance with organisational procedures</li></ul> |
| 2. Provide information to the justice process | <ul style="list-style-type: none"><li>2.1 Information about status of case and court processes is provided to relevant parties on an ongoing basis</li><li>2.2 Understanding of outcomes of court action is checked with all relevant parties</li><li>2.3 Exploration of options arising from court action is facilitated with all relevant parties</li></ul>  |
| 3. Prepare reports                            | <ul style="list-style-type: none"><li>3.1 Recording and reporting on investigation to organisational and legal requirements</li><li>3.2 Information systems are maintained including computer records, case notes, files and reports</li></ul>   |

## RANGE STATEMENT

*The contexts for preparing for court processes include:*

- Within a juvenile justice process
- Within a care and protection process

*Preparing for court processes will be carried out within requirements established by:*

- Legal and court systems
- Commonwealth, and state legislation
- International conventions relating to the rights of children and young persons
- Organisational policy and procedures
- Relevant program standards

*Factual material includes:*

- Establishing the “who, what, where, when and how” of incidents in descriptive terms
- A level of detail where personal bias and prejudices are not evident

*Established procedures include:*

- Writing affidavits
- Preparing witness statements
- Reports on recommendations for sentencing
- Orders, as required by court

*Evidence is collected and documented including:*

Material that does not neglect leading, descriptive and factual questions

*Arrangements to support witnesses attendance in court include:*

- Transport arrangements
- Briefing about etiquette and protocol of court process

*Provide information to users of the court process includes:*

- Explaining court and legal process jargon to clients and significant others, ensuring that they have understood the implications of a court decision
- Pre and post court briefing about etiquette and protocol of court processes and linkage to case plan and or future actions

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Demonstrates evidence collection and witness preparation processes
- Balances statutory power, rights of clients and significant others
- Interprets legal requirements
- Demonstrates knowledge related to applicable agency and legislative requirements
- Using typical processes listed in the Range Statement

### *Interdependent assessment of units:*

- Completion of this unit removed the requirement to complete CHCCS2A “Deliver and develop client service”

### *Essential knowledge:*

- Legal implications and responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Stages of child development
- Workings of court and legal processes
- Legal implications of material collected through interviews
- Family dynamics in different cultures

### *Essential skills:*

- Interpretation of policies, procedures, standards and statutory obligations
- Use of communication techniques; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Interpreting legalese into language understood by client and significant others
- Action planning
- Setting of boundaries for roles and actions
- Demonstration of empathy and rapport building
- Age appropriate language and questioning techniques
- Conflict resolution
- Managing grief and change processes

## EVIDENCE GUIDE

- Working with adolescents
- Stress management
- Dealing with cross cultural issues

*Resource implications:*

Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

*Consistency in performance:*

Consistency in performance should consider the complexity of court processes in which workers are expected to participate

*Context of assessment:*

This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

## UNIT CHCPR0T5C

## Provide supervision in the community

### Unit Descriptor

This unit applies to workers who provide legislated & protective services to children & young people who are at substantial risk of abuse or neglect and/or are subject to court mandates/orders

| ELEMENT                          | PERFORMANCE CRITERIA   |
|----------------------------------|--|
| 1. Promote cooperative behaviour | <ul style="list-style-type: none"><li>1.1 Positive and realistic expectations of child/young person's behaviour are communicated to child</li><li>1.2 Clear communication which suggests positive options to encourage a child/young person's cooperation is used</li><li>1.3 Attention of the child/young person is drawn to positive aspects of the child's behaviour</li><li>1.4 Child/young person is supported to accept own responsibilities for meeting intervention and program requirements</li></ul>                                   |
| 2. Liaise with client providers  | <ul style="list-style-type: none"><li>2.1 Identify and assess client needs</li><li>2.2 Feedback is discussed with client and relevant parties</li><li>2.3 Appropriate action is taken</li><li>2.4 Client information to providers is relevant</li><li>2.5 All appropriate record keeping and reporting is undertaken in accordance with defined procedures</li><li>2.6 Ensure allocated service delivery continues to match client requirements</li><li>2.7 Required changes are implemented where appropriate and as resources permit</li></ul> |
| 3. Coordinate community programs | <ul style="list-style-type: none"><li>3.1 The specific needs of clients are assessed and matched to an existing program</li><li>3.2 Appropriate communication techniques are employed to engage the young client and to address specific needs including those relating to<ul style="list-style-type: none"><li>– Culture</li><li>– Disability</li><li>– Development</li><li>– Gender</li></ul></li></ul>  |

**ELEMENT**

**PERFORMANCE CRITERIA**

- |    |                                     |   |
|----|-------------------------------------|---|
|    | 3.3                                 | Relevant community organisations are consulted to identify programs available which meet specific needs of clients          |
|    | 3.4                                 | Appropriate work is undertaken to ensure a thorough knowledge of content, purpose and access protocols of existing programs |
|    | 3.5                                 | Relevant information is provided to client as appropriate   |
| 4. | Fulfil legislative responsibilities |   |
|    | 4.1                                 | Child/young person is provided with community supervision in accordance with relevant legislation, policies and procedures  |
|    | 4.2                                 | Supervision is provided to assist the client in addressing their needs and issues   |
|    | 4.3                                 | Appropriate information is sourced and validated to write reports and case file notes                                       |
|    | 4.4                                 | Court ordered reports are prepared in accordance with relevant legislation, policies and procedures                         |
|    | 4.5                                 | Where possible, the child/young person is consulted in the preparation of reports   |



## RANGE STATEMENT

*The contexts for provision of supervision and security include:*

- Within a detention facility
- Of clients, staff and physical environment

*Provision of supervision and security will be carried out within requirements established by:*

- Court orders
- A range of legislation including social justice, equity and access, workplace health and safety and security
- Organisational policy and procedures
- Relevant program standards
- International conventions relating to the rights of children and young persons

*Admitting people to facility includes:*

Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate

*Integration into residential setting includes:*

- Establishing processes for resolving issues between workers, client and other residents
- Explaining expectations of client while in facility
- Explaining rules and consequences for behaviour to client
- Ideology relating personal and communal behaviour operating in facility is explained to client

*Security involves:*

Physical safety of people and providing a sense of wellbeing and maximum care and protection to clients and staff

*Maintaining security involves ensuring a safe and healthy environment by monitoring physical security systems such as:*

- Perimeter fence
- Buildings
- Locks
- Alarm systems
- Camera surveillance
- Radio/intercom systems

## RANGE STATEMENT

*Contributing to reintegration of client back into community including:*

- Providing information about services, programs and financial supports that client can access
- Utilising networks to provide client with access to opportunities available in community

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Maintains physical and emotional security and safety
- Interacts with clients in appropriate ways
- Manages critical incidents and/or situations
- Maintains and uses security systems
- Applies knowledge of organisation and legislative requirements
- Using typical processes listed in the Range Statement

### *Essential knowledge:*

- Dynamics of adolescent offending
- Dynamics of young offender's significant others
- Understanding adolescent clients and their special needs as individuals and as part of a group
- Identifying and implementing procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- Behaviour management models, theories and techniques
- Security and safety procedures and policies

### *Essential skills:*

- Conflict management
- Role modelling
- Identifying, interpreting and adapting behaviour management theories, models and techniques
- Engaging involuntary clients
- Promoting relapse prevention strategies and non-offending behaviour
- Understanding the particular issues of the significant others of young offenders
- Engaging significant others
- Communicating effectively with clients, families and members of justice system
- Utilising age appropriate behaviours and language
- Operation of all relevant security equipment
- First aid
- Observation and assessing of behaviour

## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
| <i>Resource implication:</i>       | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes              |
| <i>Consistency in performance:</i> | Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake         |
| <i>Context of assessment:</i>      | This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions |

## **UNIT CHCPR0T6B      Facilitate court orders**

### **Unit Descriptor**

Interpreting legal processes to consider options, make recommendations and plan a course of action for a juvenile offender.

| <b>ELEMENTS</b>                                   | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 1. Prepare recommendations for orders             | <ul style="list-style-type: none"><li>1.1 Relevant documentation is collected, analysed and validated with appropriate sources</li><li>1.2 Interviews with appropriate information sources are undertaken</li><li>1.3 Decision making about orders is based on a range of relevant principles and criteria</li><li>1.4 Recommendation for order is documented using established procedures and made available appropriately</li><li>1.5 Legal rights of client are maintained through the provision of information, checking for understanding of these and the advocating of these where appropriate</li></ul> |
| 2. Collect information about order implementation | <ul style="list-style-type: none"><li>2.1 Actions and decisions arising from court process are made available to all appropriate parties in a culturally and linguistically appropriate manner</li><li>2.2 Information about the implementation of court order is provided to client and significant others and details are negotiated and documented</li><li>2.3 Arrangements are made with relevant agencies to carry out order</li><li>2.4 Referrals are made to ensure recommendations on order are undertaken</li></ul>  |
| 3. Plan and monitor orders                        | <ul style="list-style-type: none"><li>3.1 Resources needed by client to participate in order are identified, planned for and arranged</li><li>3.2 Progress of adherence to order is monitored, actions are taken on the compliance or non compliance with legal mandate, and all relevant parties kept informed on an ongoing basis</li><li>3.3 Activities, resources and responsibilities are planned for cooperatively with client, significant others and service providers</li><li>3.4 Action and decisions based on order are documented</li></ul>   |

## RANGE STATEMENT

*The contexts for facilitation of court orders include:*

- Within a detention facility
- Within an order to be undertaken in the community involving varying degrees of supervision

*Facilitation of court orders will be carried out within requirements established by:*

- Court processes and determinations
- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Agency policy and procedures
- Relevant program standards

*Relevant documentation includes:*

- Legal status of client (bail, control order, remand, appeal)
- Offending history
- Significant other history such as educational, social and medical history

*Interviews include those with:*

- Client about current legal and social status
- Significant others
- External organisations
- Relevant government organisations

*Decision making is based on:*

Determinations operating within the Juvenile Justice system

*Monitoring compliance with legal mandates, a range of actions for non-compliance includes:*

- Explaining consequences of non-compliance
- Encouraging client to accept and demonstrate responsibility for non-compliance
- Provision of information to all relevant parties on breach of legal order
- The setting up of processes to deal with breach

*Range of actions for compliance include:*

Reporting back to court process on the consequences of this on future of client

## RANGE STATEMENT

*Planning and monitoring orders includes:*

- Developing plans that outline a range of goals, such as reducing offending behaviour
- Relationship with significant others
- Community, vocational and leisure activities
- Gaining agreement from client on their achievement and corresponding timelines

*Resources needed include:*

- Money in form of allowances
- Entitlements, counselling
- Arrangements for accommodation
- Transport support
- Information

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Conducts interviews
- Prepares court reports
- Interprets/analyses interview data and information sources
- Interprets legal and court processes and orders
- Develops, monitors and evaluates case plans
- Demonstrates knowledge related to applicable agency and legislative requirements
- Using typical processes listed in the Range Statement

### *Essential knowledge:*

- Dynamics of adolescent offending
- Dynamics of young offender's families; peer group, community
- Legal implications and responsibilities of a juvenile justice worker
- Bail and remand diversion processes
- Effects of incarceration
- Services and resources
- Levels of authority and decision making
- Relevant policy and procedures
- Relevant legislation
- Legal resources available
- Social issues/status of young people (age, ethnicity, subculture, access of education/employment)
- Psychological issues and concepts

### *Essential skills:*

- Planning and negotiation
- Interpreting legal ground for making decisions and legal procedures
- Interpretation of policies procedures, and standards
- Communicating effectively with clients, significant others and members of justice system
- Preparing court reports
- Networking, negotiation and liaison with relevant parties



## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
| <i>Resource implications:</i>      | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes              |
| <i>Consistency in performance:</i> | Consistency in performance should consider the complexity of processes required for the facilitation of court orders                     |
| <i>Context of assessment:</i>      | This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions |



## UNIT CHCROT7C

## Provide supervision in a secure system

### Unit Descriptor

Supervising activities and providing for physical safety, security, wellbeing, care and protection for young offenders and staff

| ELEMENT                                      | PERFORMANCE CRITERIA   |
|--|--|
| 1. Support client induction and integration  | <ul style="list-style-type: none"><li>1.1 Establishing processes for resolving issues between workers, client and other residents</li><li>1.2 Explaining expectations of client while in facility</li><li>1.3 Explaining rules and consequences for behaviour to client</li><li>1.4 Expectations related to personal and communal behaviour operating in facility is explained to client</li></ul>   |
| 2. Protect the safety and welfare of clients | <ul style="list-style-type: none"><li>2.1 Options for maintenance of safety are evaluated and actions are undertaken in accordance with statutory and/or organisational requirements</li><li>2.2 The authority of the person admitting the young person is established</li><li>2.3 Incidents are responded to so as to safeguard the young person's safety</li><li>2.4 A healthy and safe environment is maintained to minimise potential for harm</li><li>2.5 Supervision is planned to minimise the potential for harm</li><li>2.6 Workers are supervised to promote young person's rights</li><li>2.7 Ensures all legislative requirements are met by self and those supervised</li></ul> |
| 3. Promote positive behaviour                | <ul style="list-style-type: none"><li>3.1 Positive and realistic expectations of child/young person's behaviour are communicated to child</li><li>3.2 Examples of positive behaviour are regularly identified and explained to child/young person</li><li>3.3 Clear communication which suggests positive options to encourage a child/young person's cooperation is used</li><li>3.4 Attention of the child/young person is drawn to positive aspects of the child/young person's behaviour</li></ul>   |

| ELEMENT                                | PERFORMANCE CRITERIA  |
|--|---|
| 4. Encourage participation in programs | <ul style="list-style-type: none"><li>4.1 The specific needs of clients are assessed and matched to existing programs</li><li>4.2 Appropriate communication techniques are employed to engage the young client to address specific needs including those relating to:<ul style="list-style-type: none"><li>– Culture</li><li>– Disability</li><li>– Development</li><li>– Gender</li></ul></li><li>4.3 Child/young person is encouraged and supported to participate in all programs, especially those addressing offending behaviour</li><li>4.4 Appropriate work is undertaken to ensure a thorough knowledge of content, purpose and access protocols of existing programs</li><li>4.5 Relevant information is provided to client as appropriate</li></ul> |

## RANGE STATEMENT

*The contexts for provision of supervision and security include:*

- Within a detention facility
- Of clients, staff and physical environment

*Provision of supervision and security will be carried out within requirements established by:*

- Court orders
- A range of legislation including social justice, equity and access, workplace health and safety and security
- Organisational policy and procedures
- Relevant program standards
- International conventions relating to the rights of children and young persons

*Admitting people to facility includes:*

Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate

*Integration into residential setting includes:*

- Establishing processes for resolving issues between workers, client and other residents
- Explaining expectations of client while in facility
- Explaining rules and consequences for behaviour to client
- Ideology relating personal and communal behaviour operating in facility is explained to client

*Security involves:*

Physical safety of people and providing a sense of wellbeing and maximum care and protection to clients and staff

*Maintaining security involves ensuring a safe and healthy environment by monitoring physical security systems such as:*

- Perimeter fence
- Buildings
- Locks
- Alarm systems
- Camera surveillance
- Radio/intercom systems

## RANGE STATEMENT

*Contributing to reintegration of client back into community including:*

- Providing information about services, programs and financial supports that client can access
- Utilising networks to provide client with access to opportunities available in community

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Maintains physical and emotional security and safety
- Interacts with clients in appropriate ways
- Manages critical incidents and/or situations
- Maintains and uses security systems
- Applies knowledge of organisation and legislative requirements
- Using typical processes listed in the Range Statement

### *Essential knowledge:*

- Dynamics of adolescent offending
- Dynamics of young offender's significant others
- Understanding adolescent clients and their special needs as individuals and as part of a group
- Identifying and implementing procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- Behaviour management models, theories and techniques
- Security and safety procedures and policies

### *Essential skills:*

- Conflict management
- Role modelling
- Identifying, interpreting and adapting behaviour management theories, models and techniques
- Engaging involuntary clients
- Promoting relapse prevention strategies and non-offending behaviour
- Understanding the particular issues of the significant others of young offenders
- Engaging significant others
- Communicating effectively with clients, families and members of justice system
- Utilising age appropriate behaviours and language
- Operation of all relevant security equipment
- First Aid
- Observation and assessing of behaviour

## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
| <i>Resource implication:</i>       | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes              |
| <i>Consistency in performance:</i> | Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake         |
| <i>Context of assessment:</i>      | This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions |



## UNIT CHCPR0T8C

## Respond to a report/notification of risk or harm made to a statutory body

### Unit Descriptor

This unit applies to designated statutory caseworkers, who are responsible for receiving and assessing information in relation to reporting/notifying care and protection issues.

| ELEMENT                                   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Establish notification/report details  | <ul style="list-style-type: none"><li>1.1 Nature and purpose of call is established</li><li>1.2 Appropriate response to the emotional state of the notifier is made</li><li>1.3 Details of report/notification are documented as per appropriate procedures</li><li>1.4 Information about organisation's current and future responsibility in relation to this report is given to the reporter/notifier</li></ul>  |
| 2. Assess notification/report information | <ul style="list-style-type: none"><li>2.1 Information regarding alleged harm is elicited in an holistic context and based on an endorsed model of risk assessment as appropriate</li><li>2.2 Secondary sources of information are identified and contacted as appropriate</li><li>2.3 Previous history of notifications/reports are included in assessment</li><li>2.4 Information is analysed with reference to issues of vulnerability, resilience and consequences, in accordance with an endorsed risk assessment model as appropriate</li><li>2.5 Previous history of notifications/reports are included in assessment</li><li>2.6 A professional judgement of assessed levels of risk, harm and wellbeing (including immediate risk) is made in accordance with an endorsed risk assessment model and discussed with supervisor</li><li>2.7 All referrals to other organisations are made in accordance with the policy of the organisation as appropriate</li><li>2.8 Policy and procedures based on established priority ratings are implemented and recorded as appropriate</li></ul> |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*The contexts for establishing care and protection for people in situations of specific need include:*

- Response to reports/notifications from public or mandatory reporters
- Action initiated by the organisation
- Inter-agency response

*Establishing care and protection for people in situations of specific need will be carried out within requirements established by:*

- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Organisational policy and procedures
- Relevant program standards

*Established report/notification detail includes:*

- Asking a series of questions to obtain first hand observation and account of incident that include:
  - Dates, times, behavioural indicators and present circumstances of child or young person
  - Other agency involvement, parenting patterns and history, developmental and health status
  - Family strengths, networks, educational and medical status etc

As per endorsed risk assessment model

- Acknowledging the actions, feelings and perceptions of reporters/notifiers difficulties in making a decision to report
- Outline limits of statutory agency, role and rights of reporters/notifiers and likely action that will result from notification

*Receiving and assessing notification includes:*

- Determining whether call is of a statutory nature or a request for information or referral to other organisations
- Assessing who, what, when, where, material
- Identifying level of risk and determining appropriate priorities in accordance with an endorsed model or risk assessment
- Recording information in level of detail to be useful as part of an allocation and case planning processes

## RANGE STATEMENT

*Initial follow up action includes:*

- Preparing plan to carry out investigation
- Assessing safety factors for workers and implementing processes to ensure these
- Corroborating information is collected such as educational, social, family and medical
- Visiting arrangements are made with other agencies such as police or agency known to family
- Clarification of roles and responsibilities of statutory worker and other workers involved in assessment/investigation
- Effective referral where appropriate

*Establishing course of action for notification through investigation involves:*

- Physically visiting the child/young person and family
- Interviewing the child/young person and family
- Providing information about report/notification, statutory mandate and role of worker
- Interviewing significant players
- Analysing information and determining level of risk

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment must include:*

- Assesses verbal and non verbal information
- Determines level of risk using established criteria and recommendation of appropriate actions
- Evaluates rights of clients and significant others within a protective environment
- Uses planning and information collection procedures and systems
- Interprets statutory mandates as required by the organisation
- Establishes a working relationship with clients
- Applies knowledge of legislative requirements
- Using typical processes listed in the Range Statement

*Essential knowledge:*

- Methods to obtain factual, first hand information are used when collecting material from telephone interviews
- Legal implications and responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Stages of child development
- Interview processes and legal requirements
- Effects of removal, incarceration
- Family dynamics in different cultures
- Case management processes
- Participative planning processes
- Knowledge of the service system
- Child centred family focussed practice approaches
- Process of change

*Essential skills:*

- Interpretation of policies, procedures, standards and statutory obligations
- Communicating effectively with clients and significant others

## EVIDENCE GUIDE

- Active listening, reflective, summarising questions and statements
- Demonstration of empathy and rapport building
- Age appropriate language and questioning techniques
- Conflict resolution
- Managing grief
- Managing change
- Working with adolescents and their significant others
- Undertaking effective referrals
- Effective recording skills

*Resource implications:*

Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

*Consistency in performance:*

Consistency in performance should be based on requirements of the range of situations of specific need encountered in the workplace

*Context of assessment:*

This unit of competence must be assessed in the workplace within a statutory child protection authority and under the normal range of workplace conditions



## UNIT CHCPR0T9C

## Provide primary /residential care

### Unit Descriptor

Providing for care and support of clients and assist their transition from primary/residential care.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Outline terms of placement with client in care        | 1.1 Where appropriate, explanations are effectively communicated to clients about what they can expect from the placement; the philosophies, values and rules operating; opportunities within the placement, and strategies for maximising benefits of the placement |
|  | 1.2 The boundaries of confidentiality are clarified with the client  |
|  | 1.3 Processes for resolving issues, reviewing placement and the external and internal grievance procedures are communicated in appropriate language and approach   |
|  | 1.4 Understanding of client rights and expectations about direct care is explored and clarified  |
|  | 1.5 Rules and consequences for behaviour are explained, and negotiated where appropriate with client in ways that are understandable and culturally appropriate  |
|  | 1.6 All relevant documentation is completed and maintained in accordance with organisational procedures  |
| 2. Provide/mobilise domestic support                     | 2.1 Ways of addressing daily needs are provided for and negotiated with client   |
|  | 2.2 All appropriate procedures are implemented to ensure the environment is clean, healthy and safe  |
|  | 2.3 Appropriate strategies are negotiated for the continued use, maintenance and/or disposal of personal possessions of the client   |
| 3. Provide for client education, support and development | 3.1 A range of approaches to life skills training, including provision of positive role models is implemented to ensure client's specific needs are addressed  |
|  | 3.2 Assistance is provided to the client to identify and implement appropriate goals, strategies and activities so their move to autonomy and self empowerment is enhanced   |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |     |  |
|--|-----|--|
|  | 3.3 | Appropriate arrangements are made to support client in care to undertake relevant vocational training and/or employment  |
|  | 3.4 | Appropriate processes for provision of health care education are negotiated with relevant referral agency/organisation/department to ensure their delivery         |
|  | 3.5 | Appropriate processes are negotiated with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms    |
|  | 3.6 | Appropriate relationship is established with client to ensure maximum access to development opportunities and participation in a range of services                 |
| 4. Contribute to reintegration of client | 4.1 | Planning for resources, services and ongoing support are negotiated with the client and significant others to ensure resettlement needs are assessed and addressed |
|  | 4.2 | Arrangements for participation in employment, counselling, education and accommodation are made with relevant parties as appropriate                               |
|  | 4.3 | All relevant available activities, designed to assist a successful transition from care, are undertaken  |
|  | 4.4 | Negotiations are undertaken with all relevant parties to identify appropriate levels of contact with client, once out of care                                      |



## RANGE STATEMENT

*The contexts for the provision of primary care include:*

- On the selection and implementation of an intervention either on a voluntary or involuntary basis
- A voluntary seeking for support outside of statutory mandates
- A preventative pro-active activity
- Government, non-government and community based range of services

*Provision of primary care will be undertaken within requirements established by:*

- State and commonwealth legislation
- Organisation processes, procedures and standards
- Organisational codes of conduct and ethical position
- International conventions on the rights of children and young people

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Negotiates effective care arrangements, rights and responsibilities</li><li>• Provides a range of care services</li><li>• Provides opportunities for positive experiences, client self development and self esteem building</li><li>• Demonstrates knowledge related to applicable organisation and legislative requirements</li></ul>   |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Relevant statutory procedures, responsibilities and rights</li><li>• Service protocols, philosophies and processes</li><li>• Resources and programs available</li><li>• Stage of grief</li><li>• Impact and signs of abuse</li><li>• Cultural protocols, systems, taboos</li><li>• Parenting models</li><li>• Budgeting practices</li><li>• Protocols in working with professional service providers</li><li>• Child development stages/models</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Effective communication</li><li>• Behaviour management</li><li>• Stress management</li><li>• Interpersonal, including:<ul style="list-style-type: none"><li>– Assertion</li><li>– Negotiation</li><li>– Establishing role boundaries</li></ul></li></ul>   |
| <i>Resource implications:</i>          | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes  |
| <i>Consistency in performance:</i>     | Consistency in performance should be assessed across the range of clients and client situations eg. Voluntary and involuntary clients  |

## EVIDENCE GUIDE

*Context of assessment:*

This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions



## UNIT CHCPR0T10C      Support the progress and development of young people

### Unit Descriptor

This unit is concerned with the competencies required to monitor the behaviour of young people, to provide effective responses to unacceptable behaviour and to support responsibility for behaviour management and change. This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies.

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Maintain supportive contact with young people     | <ul style="list-style-type: none"><li>1.1 Conduct interactions with young people in a fair, just, humane and positive manner</li><li>1.2 Use communication strategies with individuals for effective interaction and problem solving</li><li>1.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices</li><li>1.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses</li><li>1.5 Use negotiation techniques to divert and minimise aggressive behaviour</li><li>1.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes</li></ul> |
| 2. Monitor needs, risks and progress of young people | <ul style="list-style-type: none"><li>2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour</li><li>2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies</li><li>2.3 Investigate behaviour and interactions in a fair, objective and consistent manner.</li><li>2.4 Check information received from others which might indicate abuse for accuracy and determine the response which is consistent with the issues and their seriousness</li><li>2.5 Decisions on action are consistent with all available evidence and organisation practice/procedures</li><li>2.6 Seek specialist advice and make referrals where required</li></ul>                |

## ELEMENT

## PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 3. Provide positive opportunities for behaviour change | <ul style="list-style-type: none"><li>3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available</li><li>3.2 Assist contacts between young people and networks in the community according to organisation procedures</li><li>3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of the needs</li><li>3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisational practice</li><li>3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services agencies and with personal support</li><li>3.6 Encourage young people to manage themselves and their development and relationships confidently and productively</li></ul>  |
| 4. Assist young people to manage risks                 | <ul style="list-style-type: none"><li>4.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement</li><li>4.2 Confirm the implications of risk taking behaviour clearly, calmly and objectively</li><li>4.3 Use restraining techniques according to organisation's policies and procedures discontinue as soon as procedures specify.</li><li>4.4 Reports of incidents arising from risk taking and unacceptable behaviour are accurate, clear and comply with procedures</li><li>4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing.</li><li>4.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour</li><li>4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures</li><li>4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships</li></ul> |

## RANGE STATEMENT

*Referrals/community services and support will include:*

- Social/welfare worker
- Health/medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge and application of relevant organisational procedures and policies related to client management, personal support for young people in care, referral, reporting, client services
- Knowledge of statutory requirements and application of the concept of duty of care
- Interaction with young people from different cultural backgrounds
- Supporting young people according to client/case management objectives, needs and risks and individual circumstances
- Supporting vulnerable young people and those with special needs and risks
- Identification of personal values and their impact on performance

*Essential knowledge required includes:*

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people, court orders, code of conduct, organisational procedures, criminal justice codes, client services and programs
- Principles of effective communication with young people
- General counselling strategies/techniques for use with young people
- Organisational reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of behaviour and development related to children and young people's social development, behaviour and relationships
- Principal/relevant cultural practices and customs of the community and the client profiles
- Stages of Human development

*Essential skills required include:*

- High level communication
- Behaviour management
- Conflict resolution



## EVIDENCE GUIDE

*Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in work place applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

*Resource implications:*

Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

*Consistency in performance:*

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Context for assessment:*

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

## EVIDENCE GUIDE

- Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## **UNIT CHCPROT11B      Provide for care and protection of clients in specific need**

### **Unit Descriptor**

Responding to outcomes of notification and investigation.

### **ELEMENTS**

### **PEFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Options to address client needs are identified           | 1.1 Protection requirements are assessed according to available information   |
|   | 1.2 Collection of further information is undertaken as appropriate  |
|   | 1.3 Options for the most appropriate course of actions are determined against level of risk before decisions are made   |
|   | 1.4 Options for leaving child and young person within care of significant others and agreement to engaging in a range of programs is negotiated and implemented                                   |
| 2. Care and protection actions are negotiated and evaluated | 2.1 Protective actions are based on the interests and needs of at risk children and young people  |
|   | 2.2 Range of programs for assistance of significant others to maintain care of child and young person are identified, referral information is provided, and support to access programs negotiated |
|   | 2.3 Information about responsibilities, statutory mandates and consequences of options for removal of child/young person are provided to significant others                                       |
|   | 2.4 Processes for monitoring and evaluation of participation in voluntary programs by significant others are utilised   |
|   | 2.5 Where care placements for clients are instigated these are negotiated with relevant agencies and significant others   |
|   | 2.6 Cultural implications for use of range of options is assessed and incorporated in planning and negotiating with client and significant others   |

## RANGE STATEMENT

*The contexts for options being identified, negotiated, and assessing care and protection for people in situations of specific need include:*

- Significant others/clients home
- Case conference

*Identifying, negotiating and assessing of care and protection for people in situations of specific need will be carried out within requirements established by:*

- Commonwealth, and state legislation
- International conventions relating to the rights of children and young persons
- Organisational policy and procedures
- Relevant program standards

*Assessing level of risks includes:*

Taking into consideration a range of information, observations, interviews and assessing these against established criteria for different categories of risk

*Categories of risk include:*

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

*Cultural implications include:*

- Indigenous kinship, extended family considerations
- Ethnic family dynamics
- Intra and inter family dynamics

*Agreed outcome:*

- Agreement by significant others/child/young person on action required that will overcome protective concerns
- Identified agreed goals, objectives, tasks, responsibilities, timelines, arrangements for supervision, monitoring and review, placement and/or support services

*Range of voluntary programs for significant others includes:*

- Parenting skills
- Financial management
- Counselling or therapy

## RANGE STATEMENT

*Arranging of care placements may include:*

- Contacting care agency
- Transporting client to placement
- Developing a case plan that includes access arrangements

*Arranging of removal includes:*

- Preparing documentation for court processes
- Obtaining a decision from a court process
- Use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions
- Action planning
- Setting of boundaries for roles and actions
- Demonstration of empathy and rapport building
- Age appropriate language and questioning techniques
- Conflict resolution
- Managing grief and change processes
- Working with adolescents

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | <ul style="list-style-type: none"><li>• Implements legal requirements</li><li>• Assesses client needs</li><li>• Resolves at risk situations</li></ul>  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Statutory framework and responsibilities</li><li>• Indicators of risk situations</li><li>• Options for resolving risk situations</li><li>• Cultural environment related to service delivery</li><li>• Options for development and training of carers and significant others</li><li>• Relevant child protection theories</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Conflict resolution and negotiation</li><li>• High level communication skills</li><li>• Dealing with specific communities in own work area</li><li>• Ability to make decisions based on complex information</li></ul>  |
| <i>Resource implications:</i>          | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes  |
| <i>Consistency in performance:</i>     | Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities   |
| <i>Context of assessment:</i>          | This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions   |

## **UNIT CHCPR0T12B      Coordinate work integrating statutory requirements and responsibilities**

### **Unit Descriptor**

Coordinating work arising from meeting statutory obligations.

| <b>ELEMENTS</b>                                | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1. Evaluate levels or risk                     | <ul style="list-style-type: none"><li>1.1 Priorities and level of risk are assessed based on organisation's procedures and policies</li><li>1.2 Cases involving court action are co-worked with delegated worker</li><li>1.3 Determine appropriate action in accordance with available resources</li></ul>  |
| 2. Provide advice on complex cases             | <ul style="list-style-type: none"><li>2.1 Current issues arising from statutory intervention are analysed and addressed</li><li>2.2 Information obtained from all relevant stakeholders about client's participation/access to resources is assessed</li><li>2.3 Progress towards achievement of goals is assessed and recorded</li><li>2.4 Appropriate research is undertaken to identify options for statutory intervention</li><li>2.5 Appropriate stakeholders are consulted regarding assessment of information and options for future actions</li></ul> |
| 3. Make judgements in relation to court action | <ul style="list-style-type: none"><li>3.1 Evidence and likely court outcomes are assessed</li><li>3.2 Current trends in legal processes and court decision making are assessed and incorporated in advice provision</li></ul>   |

## RANGE STATEMENT

*The contexts for coordinating work integrating statutory requirements and responsibilities include:*

- Within a juvenile justice environment
- Within a care and protection environment
- Within a statutory supervision environment
- Provision of care environment

*Coordinating work integrating statutory requirements and responsibilities will be carried out within requirements established by:*

- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Organisational policy and procedures
- Relevant program standards

*Providing advice on statutory interventions includes situations where:*

- Life threatening/high risk situations where the client's wellbeing is in imminent danger and a particular legal/court option is sought
- Serious/sustained abuse and/or sexual abuse and multiple injuries
- Multiple difficulties present in family
- Intellectual or psychiatric disability; and chronic and serious drug addiction affecting individual's capacity; and/or
- A wide range of other agencies involved, such as community services, legal, medical and police agencies

*Issues arising from statutory intervention include:*

Complications arising from behaviour or practice of client and/or significant others and co-workers

*Researching relevant specialised information:*

Information in journals, conference, professional development



## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Assesses and evaluates processes
- Demonstrates liaison and networking
- Applies statutory requirements to the provision of advice
- Interprets legal requirements
- Uses knowledge related to applicable agency and legislative requirements in the workplace
- Using typical processes listed in the Range Statement

### *Interdependent assessment of units:*

Completion of this unit removes the requirement to complete CHCCS3B Coordinate the provision of services and programs

### *Essential knowledge:*

- Responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Supervision models
- Family dynamics in different cultures

### *Essential skills:*

- Application of policies, procedures, standards and statutory obligations
- Use of communication techniques: active listening, reflection, summarising questions and statements, gaining agreement on actions and explaining outcomes
- Use of supervision techniques
- Interpreting implications of statutory obligations into day to day operations
- Critical incident debriefing
- Action planning
- Team building and management
- Demonstration of empathy and rapport building
- Conflict resolution
- Managing grief and change processes
- Stress management

## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
| <i>Resource implications:</i>      | Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes                                    |
| <i>Consistency in performance:</i> | Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities |
| <i>Context of assessment:</i>      | This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions                       |

## UNIT CHCPROT13C      Operate in a legal context

### Unit Descriptor

This unit applies to statutory child protection workers who contribute to court processes in cases where children and young people are at significant risk of harm and court intervention to provide protection is warranted.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Operate within a statutory framework   | 1.1 Knowledge of the legal system, processes and legislation operating in their jurisdiction is demonstrated   |
|   | 1.2 Work is undertaken using established organisational requirements, procedures and processes arising from legislative responsibilities and obligations where appropriate             |
|   | 1.3 All relevant parties are informed of statutory responsibilities and rights   |
|   | 1.4 Processes for communicating rights and appeals mechanisms within a statutory intervention are utilised   |
|   | 1.5 Consultation with legal representative as well and supervisor is sought at all relevant stages of the court process  |
| 2. Conduct and record interviews in the collection of information for legal proceedings | 2.1 Interviews to gather evidence and assess risk of harm are conducted to obtain a factual and accurate record of events and circumstances  |
|   | 2.2 Decisions on personnel to be involved and their role/s in the interview(s) are made in accordance with legal requirements, organizational guidelines and inter agency protocols    |
|   | 2.3 The child, young person, family and other interviewees are informed of the purpose and format of the interview in accordance with organisational procedures and their legal rights |
|   | 2.4 Appropriate support of children, young people and families during the interview is provided and takes account of cultural and ethical issues                                       |
|   | 2.5 Interview techniques and communication reflect the developmental stage of the child or young person  |
|   | 2.6 Consultations with other relevant people are sought as appropriate prior to, during and following the interviewing process   |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | <ul style="list-style-type: none"><li>2.7 Information is summarised and opportunities provided for clarification and validation of accuracy as appropriate</li><li>2.8 Risk assessment and decision-making processes/procedures are utilised and explained to the client and their family</li><li>2.9 Method for recording interview(s) meets organisational guidelines and legal requirements</li><li>2.10 Information systems are organised and maintained including computer records, case notes, files and reports according to organisational requirements</li><li>2.11 Information recorded is accurate and objective</li></ul>  |
| 3. Prepare legal documents                     | <ul style="list-style-type: none"><li>3.1 Evidence and information is prepared for consideration of court using established organisational processes and procedures</li><li>3.2 Evidence and information is prepared for consideration in court in accordance with legislative requirements.</li><li>3.3 Evidence and information is submitted to the court and relevant parties using established procedures</li><li>3.4 Procedures for the issuing of subpoenas are implemented</li><li>3.5 Expert medical and other reports are obtained and lodged at the court and provided to all other parties and their legal representatives as appropriate</li><li>3.6 Court reports are completed according to the requirements of legislation and regulations</li><li>3.7 Reports are factual, clear and unambiguous</li><li>3.8 Reports are a statement of your evidence</li><li>3.9 Procedures for filing and service of applications and court documentation are implemented in accordance with legislative requirements and practice and policy guidelines</li></ul> |
| 4. Prepare client /family for court appearance | <ul style="list-style-type: none"><li>4.1 Worker identifies and assists client and their family to link with legal support services available to them in accordance with legislative requirements and organisation policies and procedures</li><li>4.2 Court report and recommendations are explained to the client using appropriate language and in a manner which promotes the clients understanding</li></ul>  |

| ELEMENT                             | PERFORMANCE CRITERIA   |
|-------------------------------------|--|
|                                     | <p>4.3 Provision is made for the support of children, young people and families during the court hearing</p> <p>4.4 Provision is made for the safety of children, young people, family members and workers where conflict and/or violence may be anticipated</p> <p>4.5 Interpreters are sought when necessary</p> <p>4.6 Client and family's understanding of statutory process and responsibilities and rights is clarified and monitored on an ongoing basis</p> <p>4.7 Understanding of outcomes of court action is clarified with all relevant parties</p> <p>4.8 All relevant parties are provided with copies of the court orders and other relevant documentation</p> <p>4.9 Exploration of options arising from court action is facilitated with all relevant parties</p>       |
| 5. Prepare and coordinate witnesses | <p>5.1 Relevant parties are liaised with and briefed on the status of evidence and court process</p> <p>5.2 Understand the process for subpoenaing witnesses</p> <p>5.3 Arrangements to support witnesses attendance in court are made using established procedures</p> <p>5.4 Witnesses are provided with information regarding court processes, procedures and code of conduct</p>   |
| 6. Manage children's court case     | <p>6.1 Pre and post court briefings and debriefings are participated in as appropriate and required</p> <p>6.2 Appropriate legal representatives are briefed and instructed as to the desired outcome</p> <p>6.3 Appropriate communication with supervisor or other delegated persons is undertaken during the court proceedings</p> <p>6.4 Evidence in chief, cross examination and re-examination responses are presented confidently, reflect questions asked by court or legal representatives and organisational requirements.</p> <p>6.5 The rationale for decisions presented clearly and confidently</p> <p>6.6 Evidence is provided using factual descriptions and presented clearly and concisely</p> <p>6.7 Conduct meets requirements of court processes and proceedings</p> |

| ELEMENT                                 | PERFORMANCE CRITERIA   |
|---|--|
| 7. Supervise and implement court orders | 6.8 All appropriate and required documentation and recording is undertaken and stored in accordance with organisational procedures   |
|   | 6.9 Worker can engage the Court in the absence of a legal representative particularly in relation to obtaining a warrant, where legal representation may not be necessary                  |
|   | 6.10 Compliance with requirements of legislation in relation to Aboriginal families and people from a non-English speaking background  |
|   | 7.1 Information about the implementation of court order is provided to client and significant others and details are negotiated and documented   |
|   | 7.2 In conjunction with relevant agencies, arrangements are made to carry out the order  |
|   | 7.3 Referrals are made in consultation with clients and their families to ensure recommendations on order are undertaken   |
|   | 7.4 Resources needed by client and their family to meet order requirements are identified, planned for and arranged  |
|   | 7.5 Adherence to order is monitored, actions are taken on the compliance or non compliance with legal mandate and legal advice, and all relevant parties kept informed on an ongoing basis |
|   | 7.6 Activities, resources and responsibilities are planned for cooperatively with client, significant others and service providers   |
|   | 7.7 Action and decisions based on order are documented according to organisational requirements  |
|   | 7.8 Meetings to review the progress of the order are organised and implemented according to legislative and organisational requirements  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*The contexts for preparing for court processes include:*

Within a care and protection process

*Preparing for court processes will be carried out within requirements established by:*

- Natural justice
- Legal ethics
- Legal and court systems
- Commonwealth and State legislation
- International conventions relating to the rights of children and young persons
- Organisational policy and procedures
- Relevant program standards

*Factual material includes:*

- Establishing the “who, what, where, when and how” of incidents in descriptive terms
- A level of detail where personal bias and prejudices are not evident

*Established procedures include:*

- Writing affidavits
- Preparing witness statements
- Court reports including recommendations and orders sought, including any conditions
- Orders, as required by court

*Evidence is collected and documented including:*

Material that does not neglect leading, descriptive and factual questions

*Child-centred dialogue includes:*

- Appropriate use of language considering the age of the child
- Surroundings appropriate for a child
- Child-directed communication

*Questioning techniques may include:*

- Summarising
- Re-phrasing
- Paraphrasing
- Open and closed questions

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## RANGE STATEMENT

- Cognitive interviewing
- Free narrative

*Witnesses may include:*

- Those directly involved
- Family members
- Associated professionals
- Experts
- Organisational personnel
- Distressed or unwilling witnesses
- Police

*Arrangements to support witness attendance in court include:*

- Assist client and their family to access transport to and from court as required
- Verbal and written briefing including etiquette and protocol of court process

*Evidence may include:*

- Statements on oath or affirmation
- Statements (written, audio, video)
- Evidence in chief
- Cross examination
- Re-examination
- Interviews
- Statutory case files
- Court reports
- Expert witness reports
- Physical evidence
- Professional reports and assessments

*Provide information to users of the court process includes:*

- Explaining court and legal process jargon to clients and significant others, ensuring that they have understood the implications of a court decision
- Pre and post court briefing about etiquette and protocol of court processes and linkage to case plan and or future actions



## RANGE STATEMENT

*Court protocols may include:*

- Voice clarity
- Language
- Impartiality
- Respect for people and offices held
- Standards of dress
- Forms of address
- Addressing responses to questioning to the bench (eg. judge, magistrate etc)
- Procedures for entering and leaving a court room
- Procedures, formalities and expectations whilst in the court room

*Facilitation of court orders will be carried out within requirements established by:*

- Court processes and determinations
- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Agency policy and procedures
- Relevant program standards

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

*Critical aspects of assessment:*

- Demonstrates effective evidence collection and witness preparation processes
- Logically and critically interprets/analyses interview data and information sources to develop a risk assessment
- Develops, monitors and evaluates case plans
- Balances statutory power, rights of clients and significant others
- Demonstrates an understanding of legal requirements and practice implications
- Demonstrates knowledge related to appropriate agency and legislative requirements
- Demonstrates an ability to give evidence in a factual, objective, flexible, concise and confident manner including logical rationale for action

*Essential knowledge:*

- Understanding of legal implications and responsibilities of statutory work
- Understanding of State and Federal jurisdictions, including all courts within the jurisdictions.
- Detailed understanding of Child Protection policy and procedures including inter-agency protocols
- Detailed understanding of legislation relevant to Child Protection including family court protocols and practice and policy guidelines including legal definitions of abuse
- Understanding of risk assessment, comprehensive psycho-social assessment and family assessment
- Understanding of indicators of harm, types of harm, definitions and dynamics of harm
- Understanding of theories on vulnerability and resilience of children
- Understanding of the change process
- Understanding of stages of child development
- Understanding of workings of court, legal systems and legal processes

## EVIDENCE GUIDE

- Understanding of legal implications of material collected through interviews
- Understanding of family dynamics in different cultures
- Understanding of recording and reporting systems
- Understanding and appreciation of the role and responsibilities of their legal representative
- Understanding and appreciation of the role of other party's legal representatives, including an appreciation for the difference in the role and responsibilities of a children's court lawyer and a child representative in the family court jurisdiction
- Understanding of how to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired
- Understanding of crisis intervention
- Understanding of accumulative harm to children and young people

### *Essential skills:*

- Ability to interpret policies, procedures, standards and statutory obligations
- Ability to use communication techniques such as active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Ability to use solution focussed interviewing techniques
- Ability to interview and engage children, young people and their families in communication exchange
- Ability to effectively and impartially collect and analyse information according to risk assessment frameworks or models
- Ability to articulate rationale for decision-making
- Ability to interpret legalese into language understood by client and significant others
- Ability to set boundaries for roles and actions
- Ability to demonstrate empathy and rapport building
- Ability to use age appropriate language and questioning techniques
- Ability to utilise conflict resolution skills

## EVIDENCE GUIDE

- Ability to manage grief and change processes
- Ability to engage and establish a professional relationship with children and young people
- Ability to monitor own level of stress and implement stress management strategies
- Ability to work appropriately with cross cultural issues
- Ability to prepare court reports
- Ability to present factual, non-emotive information succinctly
- Appropriate use of supervision and consultation

*Resource implications:*

Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes using scenarios, case studies or role plays

*Consistency in performance:*

Consistency in performance should consider the complexity of court processes and case matters on which workers are expected to participate

*Context of assessment:*

This unit of competence must be assessed in the workplace within a statutory child protection authority and under the normal range of workplace conditions

## **UNIT CHCPROT14B      Develop protocols for operating within a statutory environment**

### **Unit Descriptor**

Effectively manage work within a statutory environment.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |     |   |
|--|-----|---|
| 1. Promote standards for preparation of material and participating in statutory work | 1.1 | Current research relevant to statutory processes is kept abreast of   |
|  | 1.2 | Standard process for development using key stakeholders are facilitated   |
|  | 1.3 | High level liaison is undertaken with range of stakeholders in order to access information and current legal processes for statutory work |
| 2. Provide consultancy to promote best practice within organisation                  | 2.1 | Advice on development of legislation and consequent practices and policy in the statutory aspects of work is provided                     |
|  | 2.2 | Processes for communication gained through analysis of research material, are utilised  |
|  | 2.3 | Strategic directions are interpreted and developed into guidelines for the changing of procedures for work systems                        |

## RANGE STATEMENT

*The contexts for developing protocols for operation within a statutory framework:*

- Within a juvenile justice environment
- Within a care and protection environment
- Within a statutory supervision environment
- Provision of care environment

*Developing protocols for operation within a statutory framework will be carried out within requirements established by:*

- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Organisational policy and procedures
- Relevant program standards

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Develops protocols
- Interprets statutory requirements to protocols and procedures
- Liaises with other organisations
- Applies knowledge related to applicable agency and legislative requirement
- Using typical processes listed in the Range Statement

### *Essential Knowledge:*

- Government and community direction
- Organisational mission, goals and service policies and directives
- Relevant policy
- Relevant legislation
- Management models
- Models and theories on indicators of abuse and risk, family dynamics in different cultures, effects of abuse on development, impact of removal on cultural systems

### *Essential skills:*

- Research
- Analysis, strategic thinking
- Written
- Use of communication techniques: active listening, reflection, summarising question and statements, gaining agreement on actions, explaining outcomes
- Using of management techniques
- Strategic planning
- Team building and management
- Demonstration of empathy and rapport building

### *Resource implications:*

- Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

## EVIDENCE GUIDE

|                                    |  |
|------------------------------------|--|
| <i>Consistency in performance:</i> | Consistency in performance should be measured against workplace requirements for the development of appropriate protocols  |
| <i>Context of assessment:</i>      | This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace or as part of a peer process and under the normal range of workplace conditions |



## **UNIT CHCROT16A      Coordinate information and services to justice agencies**

### **Unit Descriptor**

This unit is concerned with the competency required to plan, organise and present information to a formally constituted forum of investigation and decision-making within the justice system.

(Derived from components within covers PROT 4A, 6A and parts of 12A, 13A)

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
| 1      Prepare reports for justice agencies   | <ul style="list-style-type: none"><li>1.1    Determine the purpose and the terms of reports and consider these in the selection of information to ensure relevance</li><li>1.2    Use a range of reliable and authorised sources of information in compiling reports</li><li>1.3    Collect and verify all relevant information for currency and accuracy</li><li>1.4    Identify and notify people required as witnesses or to provide evidence and the conditions of their compliance</li><li>1.5    Determine the conduct and the requirements of the agency according to established protocol and practice and ensure that all material is prepared and checked against relevance and suitability</li></ul> |
| 2      Analyse information in terms of the needs and requirements of justice agencies | <ul style="list-style-type: none"><li>2.1    Analyse all information and evidence and validity</li><li>2.2    Ensure reports contain all relevant information</li><li>2.3    Check draft reports and remove all unnecessary material and edit content to meet the standards of the inquiry</li><li>2.4    Report are factual, complete and objective</li><li>2.5    Reports are clear and unambiguous</li><li>2.6    Sources of information are authorised and validated</li><li>2.7    Recommendations are clear and unambiguous, consistent with the evidence and the constraints</li></ul>   |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 3 Provide information to users in the justice system | <ul style="list-style-type: none"><li>3.1 The procedures and directions of the justice system are followed precisely and accurately</li><li>3.2 Presentation of information complies with rules of evidence and the purpose and terms of reference of the justice system</li><li>3.3 Information is clear, specific, relevant and factual</li><li>3.4 Presentation, manner and language are consistent with the protocol of a formal inquiry</li><li>3.5 Correct forms of address are used and formal protocol is observed</li></ul> |

## RANGE STATEMENT

*Justice agencies will include*

- Agents of a formally constituted process of the justice system, juvenile courts, family law courts, internal discipline, classification, appeals, child protection investigators
- The degree of formality and the procedures required to be followed will be determined by the terms of reference, practices, the location and the legislative/statutory requirements and purposes of reports prepared as part of the applicant's duties
- The extent of the information and evidence required will depend on the requirements, protocol and reporting systems practiced by different kinds of justice agencies

*Reports will include all reports required by legislation, court orders and conditions, the justice system and internal management which fall in the responsibility of the applicant. This may include a selection from:*

- Pre-sentence reports
- Pre release reports
- Breaches of orders
- Appeals
- Discipline
- Child protection investigations
- Custody
- Referrals
- Professional advice

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge and application of organisations policies, procedures, guidelines, practice and accountability related to formal reporting in the justice system and in the management systems of the organisation
- Knowledge of the statutory requirements and ethics associated with formal reporting in the justice system
- Knowledge of the processes and protocols of the justice system which determine the purpose, format, scope and outcomes of reports
- Written and oral reports which demonstrate the specified practice standards of the organisation
- Use of language, written presentation and format for the specific reports required in the justice system

*Essential knowledge required includes:*

- Organisational policy and practice regarding interviewing, investigation, recording and client management
- Statutory obligation relevant to investigation including rules of evidence
- The purpose and protocols of a range of formal hearings in the justice system, their function, statutory requirements, procedures and resources and potential outcomes
- Comprehensive range of sources of information relevant to a range of reports
- Roles and functions of the options of sentencing and court orders in the justice system
- The impact of cultural and social beliefs and practice on own and others' values and behaviour
- Social welfare systems and services
- Report writing principles
- Organisational manuals, code of conduct

The principles of:

- Interpersonal and communication strategies
- Using interpreters

## EVIDENCE GUIDE

- Working with people with diverse cultural, gender, religious and social backgrounds and beliefs
- A range of different interviewing and research methods
- Report writing and presentation
- Public speaking/presentation

*Essential skills required include:*

- Information management
- Report writing

*Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program, self directed study and professional development programs
- Knowledge testing or inference associated with work activities
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services



## UNIT CHCQM601A

## Manage an accreditation process

### Unit Descriptor

This unit describes the knowledge and skills required to facilitate the evaluation of an organisation against standards through an accreditation process

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Facilitate an organisational self evaluation process     | 1.1 A self evaluation report is completed within the organisation in which practice is reviewed against nominated Standards |
|   | 1.2 Focus groups, questionnaires and/or interviews are conducted with clients to receive feedback                           |
|   | 1.3 Focus groups, questionnaires and/or interviews are conducted with other stakeholders to receive feedback                |
|   | 1.4 Record audits are conducted   |
|   | 1.5 Appropriate documentation is completed  |
| 2. Facilitate the development of a quality improvement plan | 2.1 Assessment of the organisations performance against the Standards are assessed and gaps identified                      |
|   | 2.2 Strategies to address identified gaps are developed   |
|   | 2.3 Where appropriate, relevant stakeholders are consulted in the development of a quality improvement plan                 |
| 3. Implement a quality improvement plan                     | 3.1 A quality improvement workplan is developed including performance criteria to evaluate                                  |
|   | 3.2 The quality improvement workplan is monitored regularly   |
|   | 3.3 Regular reports against the workplan are prepared and presented to relevant parties                                     |
|   | 3.4 Workplan is revised according to relevant feedback  |
| 4. Co-ordinate the organisation for an external evaluation  | 4.1 Relevant stakeholders are informed about the external evaluation process  |
|   | 4.2 Interviews with staff and board members are scheduled where appropriate   |
|   | 4.3 Interviews with tenants and other service providers are scheduled   |
|   | 4.4 Files and records are prepared for examination  |
|   | 4.5 All documentation is prepared for examination   |
|   | 4.6 Strategies to ensure continuous improvement mechanisms are identified and integrated into work systems                  |

## RANGE STATEMENT

*Standards may include but are not limited to:*

- National community housing standards
- public housing standards
- Aboriginal housing standards
- supported accommodation standards
- Aged care standards
- Child care standards

*Documentation may include but is not limited to:*

- Policies and procedures
- Files
- Business plans
- Procedural forms, checklists, etc
- Self study report

*Stakeholders may include but are not limited to:*

- Staff
- Tenants/clients
- Applicants
- Government departments
- Boards of Directors
- Other service providers
- Local community
- Real estate agents
- Funding bodies
- Accreditation bodies



## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Demonstrated understanding of accreditation processes
- Ability to co-ordinate a self assessment process at an organisational level
- Maintaining knowledge of best practice

*Essential knowledge required includes:*

- Knowledge of relevant legislation
- Knowledge of relevant standards
- Best practice principles

*Essential skills include:*

- Goal setting
- Communication
- Ability to develop policy
- Evaluation and review
- Consultation
- Report writing

*Resource requirements include:*

Access to a relevant workplace or appropriately simulated environment where assessment may take place

*Method of assessment:*

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning
- Documentation/written reports

*Context of assessment:*

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions



## UNIT CHCRF1C Work effectively with families to care for their child

### Unit Descriptor

This unit maps to:

CHCRF1A Communicate with family members about their child

CHCRF11A Work in partnership with families to care for the child (Element 2 and 3)

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Establish a positive relationship with family members  | <ul style="list-style-type: none"><li>1.1 Introductions are completed and worker's own role is outlined clearly</li><li>1.2 Family members are shown the facilities</li><li>1.3 Verbal and non verbal communication styles are used as appropriate</li><li>1.4 A welcoming atmosphere is created for family members and opportunities of them to participate in the children's experiences are created</li></ul> |
| 2. Exchange information with family members about the child's physical and emotional care needs | <ul style="list-style-type: none"><li>2.1 Information sharing about the child's participation in the program occurs frequently in accordance with the organisation's guidelines</li><li>2.2 Worker is available for parents to provide information</li><li>2.3 Information is communicated in a culturally appropriate way</li><li>2.4 Messages are responded to promptly</li></ul>                              |
| 3. Respond to a family member's concern about their child                                       | <ul style="list-style-type: none"><li>3.1 Questions and concerns are listened to and responded to according to organisation's procedures</li><li>3.2 Family member is directed to appropriate person or place when further support or action is required</li><li>3.3 Communication is appropriate to the age, cultural and linguistic background of the individual/group</li></ul>                               |
| 4. Reach agreement with family members about care practices                                     | <ul style="list-style-type: none"><li>4.1 Agreement on specific requests is reached by negotiation and modification of care practices</li><li>4.2 The importance of program aspects are explained to parents in relation to their child's needs/development</li><li>4.3 Limitations are explained clearly and discussed</li></ul>  |

**ELEMENT**

**PERFORMANCE CRITERIA**

- |  |     |  |
|--|-----|--|
|  | 4.4 | Alternatives/compromises are negotiated as necessary   |
|  | 4.5 | The final decision is communicated clearly to all involved   |
| 5. Facilitate child's transition into care | 5.1 | Parents are encouraged to familiarise themselves and their children with the service and the workers     |
|  | 5.2 | Parents are encouraged to develop a clear and reasonably consistent process of farewell and pick up      |
|  | 5.3 | Worker provides clear information and reassurance to assist parents to develop confidence in the service |
|  | 5.4 | Parents feelings about child care are acknowledged and supported in all conversations                    |

## RANGE STATEMENT

*Family members may include:*

- Mothers
- Fathers
- Grandparents
- Kin
- Extended family members
- Brothers and sisters
- Foster children

*Organisational guidelines about exchanging information with family members may include:*

- Who is permitted to pass on information
- Recording of any family members to whom information is not to be provided

*The frequency of ongoing communication may be:*

- Daily
- Weekly
- According to the pattern of the child's participation in the service

*Depending on:*

- The child's age
- Length of time the child and family have been using the service
- Issues of the day
- Frequency of attendance

*Worker's availability to parents will differ according to the structure of the service.  
Workers may be available via:*

- Welcoming children with their parent/s
- Conversations when parent/s arrive to collect the child
- Communicating in a style that is appropriate to the parent's expectations
- Telephone
- Care review meetings or conversations
- Conversations while parent participates with or alongside worker in an activity

## RANGE STATEMENT

*Communication may be via:*

- Verbal conversations
- Written notes
- Notes on whiteboard, bulletin board
- An interpreter
- Worker who has second language/language of parent

*Procedures about responses to a family member's concerns may include:*

- Directing person to appropriate person in the service
- Communication guidelines to respond to regularly received /serious questions or comments

*Further support may be available through:*

- Referral to professionals/other services
- Telephone support services
- Literature
- Local networks

*Familiarising may include to:*

- Physical environment
- Equipment
- Other children
- Timing of program events

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | Demonstrated ability to develop a relationship with family which enables the needs of the child to be communicated or met   |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Diversity of family types and cultures</li><li>• Interpreter services, and communication through interpreters</li><li>• Organisational standards, policies and procedures</li></ul>   |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Basic communications skills such as active listening and questioning</li><li>• A genuine interest in the children, and their families</li><li>• Interpersonal</li></ul>   |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. This includes:<ul style="list-style-type: none"><li>– A childcare workplace</li><li>– Access to children's services, resources and equipment</li><li>– Access to the local environment</li></ul></li></ul> |
| <i>Context of assessment:</i>          | This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations   |





## **UNIT CHCRF2A    Provide intervention support to children and families**

### **Unit Descriptor**

This unit describes the knowledge and skills required to work with families to identify issues that require early intervention for reducing risk and developing capacity for increased effectiveness as a family unit.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1. Operate within a professional network                 | <ul style="list-style-type: none"><li>1.1 Professional opinions are sought from informed others when analysing presenting issues</li><li>1.2 Presenting issues are managed within a case work framework</li><li>1.3 Strategies for family intervention are confirmed with the professional support network</li></ul>  |
| 2. Structure the access and interaction with the family  | <ul style="list-style-type: none"><li>2.1 Access to individuals and the family unit is negotiated</li><li>2.2 Respect for all members of the family is demonstrated</li><li>2.3 Family member safety is assured</li><li>2.4 Interaction is structured to provide opportunities for family members to participate in decision making</li></ul>   |
| 3. Identify constraints/barriers to family effectiveness | <ul style="list-style-type: none"><li>3.1 Social interaction with the community is assessed</li><li>3.2 Financial management is reviewed</li><li>3.3 Parenting methods are observed and discussed</li><li>3.4 Family relationship issues are observed and discussed</li><li>3.5 Household management is reviewed</li><li>3.6 Current methods for dealing with stress are identified</li></ul>   |
| 4. Identify options with family members                  | <ul style="list-style-type: none"><li>4.1 Key areas where changes are required are identified and agreed to with involved family members</li><li>4.2 A plan of action to implement agreed options for change is developed with the family</li><li>4.3 Factors are explored with family members which could influence their preference and ability to achieve a course of action/change</li><li>4.4 Agreed actions for change are discussed and confirmed with supervising professionals</li></ul> |

| ELEMENT                                    | PERFORMANCE CRITERIA   |
|--|--|
| 5. Identify resources to assist the family | 5.1 The family/family member is supported in decision making to assess and access the resources required   |
|  | 5.2 Professional support is briefed on the family's issues and options within the case management framework  |
|  | 5.3 The family/individual family member is referred to professionals who will participate in implementing the action plan                            |
| 6. Support agreed actions                  | 6.1 Education to provide skills in areas such as parenting, household management, stress management and conflict management is provided as required. |
|  | 6.2 Progress reviews of the success of any intervention are applied within the case management framework   |

## RANGE STATEMENT

*Families may include:*

All social constructions of family

*Working with clients will be carried out within requirements established by:*

- Relevant legislation and statutory requirements
- International conventions relating to the rights of individuals
- Organisational policy and codes of conduct
- Relevant program standards
- Professional association codes of conduct and ethical and ethical positions

*Establishing a relationship with clients will be carried out within requirements established by:*

- Relevant international conventions on civil, human rights
- Cultural protocols, taboos and systems
- Organisational mission, philosophy and practices

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Working cooperatively with clients/significant others to achieve behavioural life skills changes
- Working with individuals in a range of settings to achieve maximum outcomes

*Essential knowledge required includes:*

- Models of family intervention theory and practice including family structures and dynamics
- Family intervention strategies, scope and process
- Behaviour change models/practices and options to support behaviour change
- Facilitation model/practices
- Human development and understanding of life stages
- Counselling models/practices including basic knowledge of theories supporting counselling process
- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available and referral resources
- Organisational procedures and program standards
- Indicators of pathology ie. Substance use, mental health
- Cultural protocols, taboos and language systems
- Statutory mandate and responsibilities
- Stress indicators
- The wider physical, social, community and cultural environment within which the client lives
- Importance of confidentiality and privacy
- Organisational policies and procedures for record keeping and security
- Occupational health and safety guidelines

*Essential skills required includes:*

- Communication and establishing rapport and relationship building
- Client assessment and behaviour observation
- Determining and maintaining role boundaries
- Use of personal and professional authority and influence to support or confront
- Behaviour management

## EVIDENCE GUIDE

- Stress management
- Demonstration of empathy
- Counselling including
  - Counselling context, process and goals
  - Establishing a trusting relationship
  - Information gathering
  - Reflective listening, respectful responding, development of empathy and rapport
  - Human life stage development
- Negotiation
- Managing groups
- Stress management
- Observation
- Advocacy
- Reporting
- Negotiation
- Assertion
- Conflict management

*Resource implications:*

- Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Access to equipment and resources normally used in the workplace

*Method of assessment:*

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

*Context of assessment:*

Evidence must include observation of performance in the work environment or in a simulated work setting



## UNIT CHCRF11B Work in partnership with families to care for the child

### Unit Descriptor

This unit describes the requirement for worker to work in partnership with families to care for the child.

| ELEMENTS  | PERFORMANCE CRITERIA  |
|---|---|
| 1. Consult family members about the child, and the child's needs                  | <ul style="list-style-type: none"><li>1.1 Information is gathered about the child's needs, routines and preferences on an ongoing basis</li><li>1.2 Information is briefly gathered about key family events that may influence the child's behaviour</li><li>1.3 Information is kept confidential</li><li>1.4 Information about the child's interests is exchanged</li><li>1.5 Information about the family's specific child care practices is gathered</li><li>1.6 Worker actively seeks parent requests in relation to their child's care</li><li>1.7 Appropriate communication strategies are used</li></ul> |
| 2. Reach agreement with family members about care practices                       | <ul style="list-style-type: none"><li>2.1 Agreement on specific requests is reached by negotiation and modification of care practices</li><li>2.2 The importance of program aspects are explained to parents in relation to their child's needs/development</li><li>2.3 Limitations are explained clearly and discussed</li><li>2.4 Alternatives/compromises are negotiated as necessary</li><li>2.5 The final decision is communicated clearly to all involved</li></ul>   |
| 3. Provide opportunities for family members to participate in the service/program | <ul style="list-style-type: none"><li>3.1 A welcoming atmosphere is created for all family members</li><li>3.2 Opportunities for family members to participate in the children's experiences are created</li><li>3.3 Opportunities for parents/family members to provide feedback and ideas about the program are provided</li><li>3.4 Involvement of parents in the decision making processes of the service is encouraged</li><li>3.5 Varying levels of involvement are accepted in communications with parents</li></ul>   |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |     |  |
|--|-----|--|
|  | 3.6 | Parent support networks are facilitated  |
|  | 3.7 | The importance of parenting is promoted  |
| 4. Provide information to parents about incidents and develop care strategies together | 4.1 | Information about specific incidents is communicated clearly and calmly                                    |
|  | 4.2 | Time is allowed to listen to parent's reaction to news of incident   |
|  | 4.3 | Discussion about possible impact of incidents is facilitated   |
|  | 4.4 | Suggestions about suitable responses are given as appropriate  |
|  | 4.5 | Strategies for response by family and service are developed and implemented                                |
| 5. Respond to a family member's concerns about a child                                 | 5.1 | Questions and concerns are listened to respectfully  |
|  | 5.2 | Situation causing concern is discussed with family member to obtain a clear understanding of the situation |
|  | 5.3 | Strategies for response by family and service are developed and implemented                                |
|  | 5.4 | Appropriate follow up is determined and fulfilled  |



## RANGE STATEMENT

*Family members may include:*

- Mothers
- Fathers
- Grandparents
- Siblings
- Kin
- Extended family members
- Foster children
- Partners of parents
- Guardian and foster parents

*Information about the child's needs and preferences may include:*

- Food and drink preferences
- Sleeping and rest patterns
- Health status
- Toys and activities preferred
- Level of social interaction/solitude preferred
- Level of abilities
- Additional support needs
- Developmental stage information
- Cultural requirements
- Expectations of the parent/s regarding the child
- Forbidden foods
- Particular food and drink needs of the child

*Information may be gathered through:*

- Enrolment forms
- Enrolment interviews
- Conversations
- Referral agents

*Family events that may have an impact on a child's behaviour include:*

- Major changes to health/housing/work
- Addition of a family member eg. sibling, step parent
- Crises and family problems
- Conflict and violence
- Losses and grief
- Parental absence
- Family celebrations
- Moving home
- Other celebrations

## RANGE STATEMENT

*Appropriate communication strategies may include:*

- Use of interpreters
- Degree of privacy
- Degree of formality
- Relaying messages to class teacher

*Requests for specific actions may include:*

- Requests to take child to doctor/ dentist/ kindergarten
- Relaying messages to class teacher

*Limitations in relation to care practices that may be discussed with parents may be due to:*

- Resources at the venue
- Time available
- Peak/slower time of day involved
- Physical layout
- Own health, stamina
- Number of children in care

*Parent's feelings about child care may include:*

- Anxiety
- Guilt

*Opportunities for family members to participate include:*

- Suggestion boxes
- Evaluations and surveys
- Member of management/parents' committee
- Activities and meals involving children, staff and family members
- Excursions
- Parent representative in policy decisions

*A welcoming atmosphere to families may be created by:*

- Photos, paintings and posters of families and familiar places and images
- Décor
- Familiar procedures
- Newsletters
- Location of service
- Comfortable space to sit and talk
- Facilities to make a drink
- Notice board/space for displaying family news/celebrations
- An office or area available for confidential discussions

## RANGE STATEMENT

*Parent support networks may be facilitated by:*

- Allowing time, space for parents to communicate with each other
- Hosting meetings of parents
- Providing information or referral to facilitate contact with a network

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | Demonstrated ability to consult and plan activities collaboratively with families  |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Parental reactions to separation from child and use of child care</li><li>• Strategies for involving family members in the service</li><li>• The value of participation by parent in children's services – for the child, parent and service</li><li>• Organisational standards, policies and procedures</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Collaborative style of relating to parents</li><li>• Respect for parent's strengths, competence and knowledge of their child</li><li>• Non judgemental attitude to different perspectives</li><li>• Communication skills such as empathy, active listening, checking understanding</li></ul>                       |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. This includes:<ul style="list-style-type: none"><li>– A childcare workplace</li><li>– Access to children's services, resources and equipment</li><li>– Access to the local environment</li></ul></li></ul>                  |
| <i>Context of assessment:</i>          | This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations  |

## **UNIT CHCRF21B Promote equity in access to the service**

### **Unit Descriptor**

This unit describes the requirements to actively promote a service to actively engage and enhance participation of unrepresented or equity groups.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 1. Monitor the use of the service  | <ul style="list-style-type: none"><li>1.1 Attendance patterns are analysed and children from the local community who are under represented in using the service are identified</li><li>1.2 Monitoring is undertaken in collaboration with all relevant parties</li><li>1.3 Targets are set for increased use of service by those under represented</li><li>1.4 The achievement of these targets is monitored</li></ul>   |
| 2. Promote the service to all potential users                              | <ul style="list-style-type: none"><li>2.1 Information about the service is provided on request</li><li>2.2 Information in relevant formats is targeted to the range of potential users of the service</li></ul>  |
| 3. Develop strategies to enhance participation of under represented groups | <ul style="list-style-type: none"><li>3.1 Feedback processes are established to enable people to provide information about their experience of access to the service</li><li>3.2 Barriers are identified and strategies are implemented to deal with these</li><li>3.3 Service practices and policies are critically evaluated against access and equity principles</li><li>3.4 Strategies are implemented, monitored and evaluated with all relevant parties</li></ul>                    |
| 4. Convey the eligibility criteria clearly                                 | <ul style="list-style-type: none"><li>4.1 The funding program eligibility criteria are identified and communicated</li><li>4.2 Organisational eligibility criteria are identified and communicated</li><li>4.3 Any client groups that must be given priority according to guidelines are identified</li><li>4.4 A clear statement of who can and who can not access the service is provided</li><li>4.5 The reasons for the eligibility criteria of the service are communicated</li></ul> |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 5. Decide on eligibility and priority for the service and communicate the decision effectively | <ul style="list-style-type: none"><li>5.1 Sufficient information is gathered to decide on eligibility and priority</li><li>5.2 Decision is made according to the eligibility criteria and the reasons for the decision are conveyed clearly</li><li>5.3 If the person is ineligible for service, appeal or waiting list procedures are explained</li><li>5.4 Referral to a more appropriate service is made if relevant</li></ul> |

## RANGE OF VARIABLES

*Collaboration around monitoring the use of the service and developing and evaluating strategies may involve:*

- Management
- Parents
- Community representatives
- Funding bodies
- Government bodies including regulatory bodies
- Advocacy organisations

*The service may be promoted by:*

- Written material
- Word of mouth
- Local media such as newspapers, radio referral agents

*Barriers to participation may include*

- Physical and distance barriers
- Attitudinal barriers within the service
- Social and cultural expectations
- Expectations of parents or children
- Isolation
- Lack of knowledge of available services

*Information may be obtained directly by:*

- Interview
- Phone
- Letter

*Or indirectly by:*

- Information provided by referral agent
- Information provided by family members or other persons representing them.

*Feedback processes may involve:*

- Families
- Community representatives
- Children
- Advocates

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i> | Capacity to critical analyse all aspects of service delivery in the light of client needs, community values and philosophical framework of service delivery   |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Up to date knowledge of the funding program guidelines</li><li>• Up to date knowledge of the organisation's guidelines for service eligibility</li><li>• The social and political context of child care services</li><li>• Other services available within the local community and the eligibility criteria of these</li><li>• Consumer perspectives on service provision and access to services</li><li>• Complaints and appeal procedures</li><li>• Knowledge of the potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities</li><li>• Circumstances which lead to a child and family being eligible and having priority for service</li><li>• Circumstances might exclude a person from service</li><li>• If a person is assessed as ineligible to use the service other options are developed with them</li><li>• Social justice philosophy and principles</li><li>• Relevant legislation eg. Anti discrimination, Disability Act, State/Territory regulations</li><li>• Organisational standards, policies and procedures</li></ul> |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Interviewing skills</li><li>• Can outline the rationale for the eligibility criteria and can relate these criteria to the potential client group in the community</li><li>• Skill in gathering sufficient breadth and depth of information to make a fair decision</li><li>• Problem solving developing alternatives</li><li>• Negotiation skills</li></ul>   |



## EVIDENCE GUIDE

*Resource implications:*

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare workplace
- Access to children's services, resources and equipment
- Access to the local environment

*Context of assessment:*

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions over a number of assessment situations



## UNIT CHCRF22B Plan child care provision with families

### Unit Descriptor

This unit describes the requirements planning and reviewing the provision of care with families

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Explore the needs of the child and family with parent/s                | 1.1 Parent/s are invited to share relevant information about the needs of the child and family                               |
|   | 1.2 Information is gathered about needs from a range of sources as relevant  |
|   | 1.3 Information received is treated with confidentiality   |
|   | 1.4 Information is documented according to organisation's guidelines and legislative requirements                            |
|   | 1.5 Sufficient detail of information is gathered to enable decisions to be made  |
|   | 1.6 A parent's decision not to share information about their family is respected, as relevant                                |
| 2. Provide information about the service and discuss issues with parent/s | 2.1 Comprehensive information about the service is provided in an appropriate way  |
|   | 2.2 Strategies to ensure effective communication are utilised  |
|   | 2.3 Accurate information about the limits of what the service can provide is communicated                                    |
|   | 2.4 Waiting lists are kept up to date so that clear information can be provided to parents about availability of the service |
|   | 2.5 The way that the service will provide care and meet the child's needs are outlined to the parent/s                       |
|   | 2.6 The service's philosophy and the history/rationale for policies is explained as relevant                                 |
|   | 2.7 Parent's rights and responsibilities in relation to service policies are clearly outlined                                |
|   | 2.8 Procedures that parents need to follow are explained   |
|   | 2.9 Expectations about the service are explored and clarified with parents   |
|   | 2.10 Concerns about utilising the service for the child or the parent are responded to                                       |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | 2.11 Appropriate referral is made to other service types when parents expectations and service provision are not compatible  |
| 3. Develop parents' confidence in the service   | <p>3.1 Respect for the family and their child rearing practices is demonstrated in all communications</p> <p>3.2 Strategies to ensure the service is open to family members are developed, implemented and reviewed</p>  |
| 4. Review service provision with family members | <p>4.1 Feedback from parents is actively sought</p> <p>4.2 Feedback is received in a respectful way and acted upon appropriately</p> <p>4.3 Agreement for service is regularly reviewed with the family</p> <p>4.4 A family member's failure to follow guidelines of the service is challenged as required</p> <p>4.5 Issues and concerns identified by parent/s are explored and negotiated</p> |

## RANGE OF VARIABLES

*Information may be gathered about:*

- Members of the family
- Custodial arrangements for the child
- Hours of care requested
- How soon care is required
- Language/s used by the child and in the home
- Additional needs of the child eg. Language support, health needs
- Special care requirements of the child
- Financial constraints
- Eligibility for fee relief
- Special access criteria that apply
- Preferences for care provision eg. Location, staffing
- Cultural background
- Health status
- Immunisation status
- Needs and routines of the child

*Information about the needs for service may be gathered from:*

- Parents
- Other family members
- Health professionals
- Schools and other community organisations
- Community members acting as advocates for the child or family

*Information may be gathered via:*

- Enrolment interviews
- Parent interview/phone conversations

*Strategies to ensure effective communication may include:*

- Use of interpreters
- Parent accompanied by advocate
- Pictures and non verbal communication
- Alternative communication systems

*Information provided about the service may include:*

- Program model
- Philosophy and purpose
- Policies and procedures
- Fees

## RANGE OF VARIABLES

|   |   |
|---|---|
|   | <ul style="list-style-type: none"><li>• Rebates</li><li>• Assistance schemes</li><li>• Service guidelines</li><li>• Legislative/regulatory requirements</li></ul>                     |
| <i>Formats for information provided may include:</i>                              | <ul style="list-style-type: none"><li>• In language used by the parents</li><li>• Plain English</li></ul>   |
| <i>Issues to be communicated about availability of the service include:</i>       | <ul style="list-style-type: none"><li>• Vacancies</li><li>• Waiting lists</li><li>• Process for application</li><li>• Priority of access</li></ul>                                    |
| <i>Strategies for ensuring the service is open to family members may include:</i> | <ul style="list-style-type: none"><li>• Visits</li><li>• Opportunity to meet staff</li><li>• Participation in program</li><li>• Unhurried arrival and farewell times</li></ul>        |
| <i>Feedback from parents may be sought about:</i>                                 | <ul style="list-style-type: none"><li>• The child's experience in the service</li><li>• The parent's experience in using the service</li><li>• Suggestions for improvements</li></ul> |
| <i>Guidelines of the service that family members should follow may include:</i>   | <ul style="list-style-type: none"><li>• Schedule for fee payments</li><li>• Procedure for collecting ill child</li></ul>  |
| <i>Procedures that parents need to follow may include:</i>                        | <ul style="list-style-type: none"><li>• Signing</li><li>• Notifying absences</li><li>• Fee payments procedures</li><li>• Service procedures regarding nappy use/disposal</li></ul>    |

## Evidence Guide

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i>     | Demonstrated ability to collaboratively plan and review service provision with families   |
| <i>Interdependent assessment of units:</i> | Competence in CHCRF11A Work in partnership with families to care for the child, is a prerequisite for this unit   |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Parent's perspective's about child care service - its importance, its purposes, reactions to using child care</li><li>• Boundaries and limits of the service</li><li>• Cross cultural communication</li><li>• Use of interpreters</li><li>• Resources available in other services and types of children's services</li><li>• Cultural diversity of care practices</li><li>• Custody arrangements policies</li><li>• Principle of confidentiality and issues in implementing confidentiality</li><li>• Organisational standards, policies and procedures</li></ul> |
| <i>Essential skills:</i>                   | <ul style="list-style-type: none"><li>• Non judgmental attitude to parent's having different views about children and child care to the worker's own views</li><li>• Communication skills eg. Assertiveness, listening</li><li>• Problem solving</li><li>• Empathy to parent's concerns and problems</li></ul>  |
| <i>Resource implications:</i>              | <p>Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:</p> <ul style="list-style-type: none"><li>• A childcare workplace</li><li>• Access to children's services, resources and equipment</li><li>• Access to the local environment</li></ul>  |
| <i>Context of assessment:</i>              | This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations   |





## **UNIT CHCRF23B Respond to problems and complaints about the service**

### **Unit Descriptor**

This unit describes the requirements for effectively resolving grievances and complaints about the service

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Respond to a family member's concerns about their child | 1.1 Observations about the child in the service is provided as relevant<br>1.2 Feedback and views of all workers involved with the child are collated and presented<br>1.3 Concern is discussed and the key issue/s are identified with the person<br>1.4 Possible actions are discussed and a decision reached together<br>1.5 Appropriate communication strategies are used   |
| 2. Acknowledge and address grievances and complaints       | 2.1 Listens respectfully to person's concerns<br>2.2 People are informed of avenues for complaint<br>2.3 Issues underlying the complaint are identified, investigated and discussed according to guidelines<br>2.4 Action is taken as quickly as is required by the situation<br>2.5 Complaint process is explained and the complainant informed of what can and can not be expected from the process<br>2.6 Complaint is referred to appropriate procedures or forums as appropriate |
| 3. Effect resolution of complaints                         | 3.1 Confidentiality and the rights of others are made clear to parties and protected during the process<br>3.2 Advice is sought as required<br>3.3 Options are generated and resolution facilitated<br>3.4 Mediation between parties concerned is facilitated as relevant<br>3.5 Resolution or an agreement to set aside issues is obtained<br>3.6 Process and outcomes are recorded according to the organisation's procedures   |

| <b>ELEMENT</b>     | <b>PERFORMANCE CRITERIA</b>   |
|--------------------|---|
| 4. Develop service | <ul style="list-style-type: none"><li>4.1 Feedback about suggestions for improved practice or procedures are considered and implemented as appropriate</li><li>4.2 Information to clarify service practices and procedures is developed and provided, as relevant</li></ul> |

## RANGE OF VARIABLES

*Appropriate communication strategies to respond to a family member's concern may include:*

- Use of interpreters
- Privacy
- Number of people who participate is decided

*A family member's concerns may be about a child's:*

- Health
- Behaviour
- Development
- Social interaction
- Homework
- Life skills
- Emotional wellbeing

*Complaints and grievances may be received from:*

- Users of service
- People denied access to service
- Ministers of government departments
- Local members of parliament
- Local community members
- Media
- Service or person advocating on behalf of child/family
- Licensing bodies
- Advisory/support organisations
- Workers of the service

*Complaints may be about:*

- Quality of the service
- Problems in the service
- Inadequate level of service provision eg. Hours, times
- Children in the service
- Financial matters
- Staffing
- Behaviour management strategies
- Attitude of worker
- Insensitivity to cultural practices of child/family

## RANGE OF VARIABLES

*Mediation between parties to effect resolution of a complaint may be between:*

- Worker and parent
- Worker and child
- Parent and service

*Guidelines for addressing complaints may include:*

- Organisational procedures, policies and guidelines
- Legal obligations
- Guidelines of funding body/government bodies who have a regulatory role

## EVIDENCE GUIDE

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i>     | Capacity to resolve conflicts with users of the service balancing organisational guidelines with client needs  |
| <i>Interdependent assessment of units:</i> | <p>The unit could be assessed with related units such as:</p> <ul style="list-style-type: none"><li>• CHCRF22A Plan child care provision with families</li><li>• CHCORG19A Develop and maintain the quality of service outcomes</li></ul>  |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Complaint procedures</li><li>• Relevant service guidelines</li><li>• Relevant codes of ethics</li><li>• Confidentiality policies and procedures</li><li>• Self awareness</li><li>• Organisational standards, policies and procedures</li></ul>   |
| <i>Essential skills and attitudes:</i>     | <ul style="list-style-type: none"><li>• Conflict resolution techniques</li><li>• Negotiation skills</li><li>• Facilitating discussions when competing views and interests exist</li><li>• Communication direct, authoritative, listening to competing viewpoints</li><li>• Problem solving skills</li><li>• Good communication including listening, empathy responding, questioning</li><li>• Capacity for managing differences in point of view</li></ul> |
| <i>Resource implications:</i>              | <p>Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:</p> <ul style="list-style-type: none"><li>• A childcare workplace</li><li>• Access to children's services, resources and equipment</li><li>• Access to the local environment</li></ul>   |
| <i>Context of assessment:</i>              | This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, giving consideration to the range of workplace contexts. Assessment could take place on one or more assessment situations.   |



## UNIT CHCRF24B Support parents in their parenting role

### Unit descriptor

Some children's services are specifically targeted to families who are isolated or experiencing specific stresses. This unit outlines what is usually expected of workers who provide this service.

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Develop a collaborative relationship with the parent/s | <ul style="list-style-type: none"><li>1.1 Time is spent with the parent/s to develop an understanding of their perspectives and experiences</li><li>1.2 Language and communication used suits the family's needs</li><li>1.3 Strategies to develop trust in the service and the worker are used as required</li><li>1.4 Care is taken to ensure privacy is maintained within the community</li><li>1.5 Information about contact is recorded to enable accurate and relevant communication next time</li><li>1.6 Conversations initiated with parent/s are relevant to their lives and perspectives</li></ul> |
| 2. Provide information to parent/s                        | <ul style="list-style-type: none"><li>2.1 Information provided is relevant and timely</li><li>2.2 Questions and concerns are answered or relevant information sought out for parent/s</li><li>2.3 Advice is given within the limitations of the worker's expertise</li><li>2.4 Information provided about the child is based on specific observations</li><li>2.5 Resources are suggested for the child</li><li>2.6 Referral to relevant services is arranged after consultation with parent/s, as required</li></ul>   |
| 3. Listen to parent/s concerns or problems                | <ul style="list-style-type: none"><li>3.1 Sufficient time is given according to the seriousness of the concern and the level of the parent's distress</li><li>3.2 Referral to an appropriate service is arranged as relevant</li><li>3.3 Ideas/suggestions given to the parent are relevant to the parent's feelings</li><li>3.4 Concerns are listened to in a respectful manner</li></ul>  |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
|   | 3.5 The child's progress and needs are discussed with the parent with sensitivity to the parent's feelings                        |
|   | 3.6 Strategies for self are used to debrief after emotionally demanding communication with parent/s                               |
| 4. Develop parent's capabilities in caring for their children | 4.1 Effective strategies that the parent is already using are reinforced  |
|   | 4.2 Care strategies are demonstrated to parent/s  |
|   | 4.3 Strategies to foster the child's development are suggested to parents, according to the parent's energy and focus of interest |
|   | 4.4 The significance of play for children is promoted to parents  |



## RANGE STATEMENT

*Families may require support as a result of:*

- Isolation due to distance, language, circumstances
- Additional needs of their child
- Not yet communicating in English
- Crises and emergencies

*Support may be provided by such means as:*

- Toy libraries
- Mobile services
- Play groups
- Home visiting
- Respite care
- Advice and information
- Referral

*Language and communication which will suit a family's needs may require:*

- Language other than English
- Interpreter
- Informal, colloquial style or formal style of conversation

*Strategies to develop trust in the service may include:*

- Developing a rapport with the child first
- Remembering and using names of the child/children on each visit and using information gathered previously
- Offering non threatening assistance in the first instance eg toys

*Information may be provided to parents about:*

- Resources available in the community
- Development opportunities for the child available in the community
- Where resources/materials may be purchased or borrowed
- The child's development, needs and abilities

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i>     | <ul style="list-style-type: none"><li>• Demonstrated ability to develop a collaborative working relationship with parents to enhance parents' caring abilities</li></ul>  |
| <i>Interdependent assessment of units:</i> | <ul style="list-style-type: none"><li>• Competence in CHCRF11A "Work in partnership with families to care for the child" is a prerequisite for this unit</li></ul>  |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Parent's experiences of parenting - anxieties, guilt</li><li>• Impact of isolation on families and children - geographic, social, economic, cultural isolation</li><li>• Community networking</li><li>• Community resources</li><li>• Stress management and debriefing strategies</li><li>• Problem solving</li><li>• Organisational standards, policies and procedures</li></ul>   |
| <i>Essential skills and attitudes:</i>     | <ul style="list-style-type: none"><li>• Non judgmental listening</li><li>• Cross cultural communication</li><li>• Use of interpreters</li><li>• Basic counselling skills</li><li>• Appropriate self disclosure and openness when communicating with parents</li><li>• Empathy with parent/s who are isolated or experiencing severe levels of stress</li><li>• Skills to build rapport and trust</li><li>• Empowerment</li><li>• Adaptability and flexibility</li></ul> |
| <i>Resource implications:</i>              | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. These includes:<ul style="list-style-type: none"><li>– A childcare workplace</li><li>– Access to children's services, resources and equipment</li><li>– Access to the local environment</li></ul></li></ul>  |
| <i>Context of assessment:</i>              | <p>This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations</p>   |

## UNIT CHCRH1B Orientation to work in the leisure and health industry

### Unit Descriptor

The unit aims to describe the context within which leisure and health work occurs and its role in enhancing wellbeing.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Work within the context of the leisure & health sector                              | 1.1 All work reflects an understanding of the value of leisure, recreation & play in enhancing well being<br>1.2 All work in the sector reflects consideration of the historical context of the sector<br>1.3 All work reflects consideration of the changing social, political, and economic context   |
| 2. Develop knowledge of the leisure & health industry                                  | 2.1 All work reflects knowledge of the current issues which impact on the sector and different models of leisure and health<br>2.2 In collecting information about leisure & health, the views of key stakeholders and representatives from relevant target groups are collected and used<br>2.3 Information for professional development and further training options are sought and potential career pathways are identified  |
| 3. Demonstrate a commitment to the central philosophies of the leisure & health sector | 3.1 All work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector<br>3.2 All work in the sector demonstrates a commitment to access & equity principles<br>3.3 Clients participate in all aspects of service planning and support activities<br>3.4 All work is undertaken as part of the inter disciplinary team and exhibits an awareness of the role of a conjoint approach to Leisure and Health programs<br>3.5 Personal values and attitudes regarding leisure, recreation and play are identified and taken into account when planning and implementing all work activities |
| 4. Operate within the policies and procedures of the leisure & health sector           | 4.1 Relevant organisational policies are identified & discussed with colleagues & team<br>4.2 All work is consistent with relevant statutory & legislative provisions   |

## RANGE STATEMENT

*Leisure, recreation & play include:*

- Examples of leisure: Free choice activities which are not seen as work, obligatory or constrained that foster well being
- Examples of recreation: Participation in community, outdoor, fitness, sport, racing, arts, entertainment. Music, tourism activities
- Examples of play: all of the following activities outside of our usual roles which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning.

*Context includes:*

- Range of sectors within which leisure and health work takes place
- Statutory framework within which leisure & health work takes place
- Historical context of leisure and health work e.g. changing attitudes to Leisure & recreation ; changing approaches to using leisure with clients
- Changing social context of work and leisure e.g. consumer centred approach, changing government and societal views of leisure & health approaches to working with clients
- Political context e.g. government policies and initiatives affecting leisure & health work
- Economic context e.g. the current economic situation as it relates to and affects the subsequent impact on client needs
- Facts/myths about the place of leisure & health in our lives

*Current issues and models of work in the leisure and health sector may include:*

- Community development and education
- Leisure and health promotion
- Clubs & societies
- Psychosocial rehabilitation
- Employment options
- Peer support / self help
- Consumer run models
- Residential services
- Respite care
- Home based support

## RANGE STATEMENT

*Stake holders and representatives may include:*

- Consumers
- Carers
- Friends, peers and target groups
- Families and care givers
- Local community
- Community organisations
- Government representatives and service providers
- Leisure and health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

*Training options may include:*

- TAFE
- Universities
- Other training providers
  - Private
  - Government

*The underpinning values and philosophies of the sector may include:*

- A holistic and consumer-centred approach
- Community education
- Promotion of health and well being
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of consumers
- Commitment to empowering the consumer
- Encouragement of personal growth and wellness

*A commitment to principles and equity includes:*

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

*Relevant organisational policies & legislation may include:*

- Child Protection Act
- Commonwealth Disability Services Act 1986
- Commonwealth Disability Discrimination Act 1992
- Mental Health Act
- Relevant state / Territory Acts

## **RANGE STATEMENT**

- EEO or anti-discrimination acts
- Organisation mission statements
- Organisational policies
- Occupational Health Safety & Welfare
- Juvenile Justice regulations

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Working within the context of the leisure & health sector
- Knowledge of the leisure & health industry
- A commitment to the central philosophies of the leisure & health sector
- Operating within the policies and procedures of the leisure & health sector

*Essential knowledge:*

- Leisure theory
- Facts/myths about the value of leisure & recreation in enhancing health and well being
- Importance of consumer input
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment / disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include:
  - Privacy Act
  - Equal Employment Opportunity principles
  - Guardianship Board
  - Freedom of information Act
  - Individual rights
  - Disability Services Acts and standards
- Historical and social context
- Political and economic context
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practices of duty of care
- Indigenous Australian Culture
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- OHS principals and practices

## EVIDENCE GUIDE

### *Essential skills:*

- Interpersonal communication with clients and other stakeholders
- Preparation of reports so that the information and organisation of information is appropriate to its purpose and audience
- Working as part of a team or as a sole worker
- Reflecting – feelings, experience, content
- Problem solving
- Communication
- Application of OHS principles and practices

### *This module relates directly to:*

- The key Competencies
  - Collecting, analysing and organising information - level 2
  - Communicating ideas and information - level 2
  - Planning and organising activities - level 2
  - Solving problems - level 2

### *Context of assessment:*

This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place.



## **UNIT CHCRH2A    Leisure and health programming**

### **Unit Descriptor**

Work with Health Practitioners and other relevant people to create, plan, coordinate, deliver & evaluate appropriate leisure and health activities and programs for individuals and groups

### **ELEMENTS**

### **PEFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1.    Identify the leisure and health needs of the client or group | 1.1    Work with Health Practitioners and key others to develop plans  |
|  | 1.2    Collect and assess relevant information to establish the needs of leisure and health clients  |
|  | 1.3    A range of possible programs to meet needs are identified and reviewed  |
|  | 1.4    Selection of a program type is based on client needs, the organisation's criteria, and availability of resources                      |
| 2.    Prepare activity / program plan                              | 2.1    Appropriate planning activities are undertaken within team context to ensure client needs are met                                     |
|  | 2.2    Planning activities incorporates consultation with key clients and stakeholders   |
|  | 2.3    Operational arrangements for conducting the program are determined and assessed for feasibility                                       |
|  | 2.4    Appropriate implementation and evaluation strategies are included in the activity / program plan                                      |
|  | 2.5    Planning activities reflect accepted good practice in working with leisure and health clients   |
| 3.    Identify and obtain required resources                       | 3.1    Strategies are devised and implemented to obtain and utilise the necessary human, financial and physical resources                    |
|  | 3.2    Where required resources are not readily available, submissions are made to potential sources, in accordance with relevant guidelines |
|  | 3.3    Suitable locations for program implementation are evaluated, selected and arranged  |

| <b>ELEMENTS</b>                | <b>PEFORMANCE CRITERIA</b>  |
|--------------------------------|---|
| 4. Promote activity / program  | <ul style="list-style-type: none"><li>4.1 Potential program users are identified and appropriate information is designed and distributed to achieve maximum response</li><li>4.2 The effectiveness of promotional activities is evaluated and changes made as indicated by response</li></ul>   |
| 5. Deliver activity / program  | <ul style="list-style-type: none"><li>5.1 The program is implemented in accordance with the program plan, organisational guidelines and legal / statutory requirements</li><li>5.2 Participants are provided with access to a range of activities suited to their needs and interests</li><li>5.3 Flexible implementation plans are developed to suit a variety of contexts and to cope with contingencies</li><li>5.4 The program is adapted to the changing needs of the participants as required</li><li>5.5 Problems in program delivery are addressed promptly</li></ul> |
| 6. Evaluate activity / program | <ul style="list-style-type: none"><li>6.1 Criteria to judge the effectiveness of the program are defined in consultation with clients and stakeholders</li><li>6.2 Appropriate evaluation strategies are used routinely during and after the program and used for revision and development</li><li>6.3 Evaluation information is collected, organised and reported in a format which is accessible and meaningful to the clients and stakeholders</li><li>6.4 Reports are presented and prepared as required</li></ul>  |

## RANGE STATEMENT

*Relevant information may include:*

- Interviews with clients
- Social history
- Care plans / case notes
- Research past lifestyles and interests
- Holistic assessment of client

*Programs include:*

- Activities designed to address needs of target groups or individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed at individual people and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision makers
- Those designed to respond to social, economic and demographic changes

*Programs may have the following focus:*

- Education / learning / training
- Personal development and support (eg. coping skills)
- Therapeutic
- Music and performing arts (eg. theatres, band, video production team)
- Research, planning and management (eg. excursions, travel)
- Community action
- Special interest causes (eg. environmental issues)
- Enterprise development activities
- Employment, fund raising, small business

## RANGE STATEMENT

*Program activities may include:*

- Discussion groups
- Sporting and recreational activities
- Structured and unstructured social activities
- Leisure activities
- Play

*Programs are planned and implemented for the purpose of:*

- Providing immediate and ongoing support
- Promoting participation and personal development
- Enabling people to use their time constructively, have fun and maintain independence
- Enabling people to learn and explore skills, knowledge and attitudes
- Enhancing well being

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

Ability to:

- Identify the leisure and health needs of the client or group
- Prepare activity / program plan
- Identify and obtain required resources
- Promote, deliver and evaluate activity / program

*Essential knowledge, skills and attitudes include:*

- Relevant aspects of psychology
- Holistic health (emotional, social, physical, mental, spiritual)
- Levels of human needs (universal, developmental, special)
- A range of activities and programs
- Legal and safety requirements as they relate to activities and programs
- Relevant funding sources
- Research and consultation
- Coordination and management of programs
- Analysis of data, information and relationships
- Advocacy
- Provision of support to a diverse range of people / organisations
- Conflict resolution communication and negotiation
- Cross cultural communication and negotiation
- Literacy adequate to prepare a range of appropriate resource material
- Working with and through community leaders
- Volunteers
- OHS principals and practices
- 

*Context for assessment:*

This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which Leisure and Health work takes place

*Competency should be assessed in the context of:*

- Working with individuals and groups
- Target groups relevant to the worker and the activity

## EVIDENCE GUIDE

or program

- Consulting with relevant stakeholders
- For at least two of the types of activities and programs identified in the Range Statement
- For at least two of the purposes identified in the Range Statement
- Individually or as part of a team

## UNIT CHCRH3B Develop leisure and health programs for clients with special needs

### Unit Descriptor

Identifying and responding to the groups and individuals with special needs.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Identify and assess the specific requirements of special needs clients in leisure and health programs      | 1.1 The client with a special need, significant others and support staff are actively involved in the process and encouraged to participate in the assessment process |
|   | 1.2 All relevant information on the persons special needs and his/her personal requirements are identified and recorded according to organisational procedures        |
| 2. Promote the role of leisure & health programs in enhancing the well being of special needs client(s)       | 2.1 Benefits of leisure and health programs are promoted to stakeholders, target groups and within the organisation to maximise client well being                     |
|   | 2.2 Appropriate evaluation and monitoring processes are implemented to ensure ongoing client benefits   |
| 3. Plan required resources  | 3.1 Appropriate facilities are identified   |
|   | 3.2 Materials and equipment that are appropriate for the individual are identified and gathered or modified   |
|   | 3.3 Specialist resources are identified and requested as needed   |
|   | 3.4 Additional resources are planned according to finances available and utilised.  |
| 4. Create an environment which fosters participation of special needs client(s) in leisure and health program | 4.1 Program is developed in consultation with all involved to meet the desired outcomes and goals identified in client needs assessment                               |
|   | 4.2 Current Program is reviewed to identify how appropriate it is for the individual.   |
|   | 4.3 Detailed information is gathered to identify the individual's needs   |
|   | 4.4 Strategies for ongoing communication are developed and reviewed with all those involved   |

## ELEMENTS

## PEFORMANCE CRITERIA

- |   |  |
|---|--|
| 5. Manage and develop strategies to meet the requirements of special needs client(s) participating in leisure and health programs | 5.1 Work shows an innovative approach to ways to meet the requirements of special needs clients  |
|   | 5.2 Work shows empathic attitude to special requirements of special needs clients  |
|   | 5.3 Support active integration of special needs clients into the community and community activities through provision of special requirements where possible |
|   | 5.4 Various protective and inclusive legislation which impact on leisure service delivery are identified   |



## RANGE STATEMENT

*Special needs clients may include:*

- Disabled
- Mental health
- Aboriginal and Torres Strait Islander
- Youth
- Mature aged/seniors
- Ethnic/cultural
- HIV/AIDS

*Special requirements may include:*

- Individual differences/needs/wants/abilities
- Communication skills and techniques
- Specific equipment/apparatus requirements
- Transportation needs
- Appropriate staff ratios/training/expertise

*Stake holders / significant others may include:*

- Care givers
- Relatives/friends/partners
- Medical and nursing personnel/specialists
- Health Practitioners
- Support networks
- Multi disciplinary team members
- Management

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

Ability to:

- Identify and assess the specific requirements of special needs clients in leisure and health programs
- Promote the role of leisure & health programs
- Plan required resources
- Create an environment which fosters participation
- Manage and develop strategies to meet the requirements of special needs client(s)

*Essential knowledge, skills and attitudes may include:*

- Theories of development in special needs clients
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment of key variables to guide decision making about programming approach
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Able to state and outline a personal philosophy about the use of leisure and health programs to promote special needs clients well being, social justice and equity
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant Quality Improvement and Accreditation System Principles
- Inclusion – non-discriminatory practices and associated legislation
- Knowledge of development – build on strengths of individual
- Observation
- Communication Skills
- Consultative process
- Identification of local community resources
- OHS principals and practices

## EVIDENCE GUIDE

*This module relates directly to:*

- The key Competencies
  - Collecting, analysing and organising information - level 3
  - Communicating ideas and information - level 2
  - Planning and organising activities - level 2
  - Working with others and in teams - level 2
  - Solving problems - level 2

*Context of assessment:*

This unit may be assessed on the job or through simulation and should reflect the diversity of settings within the Leisure and Health workplace.



## **UNIT CHCRH4B Co-ordinate, implement and monitor leisure and health programs**

### **Unit Descriptor**

Advanced planning, co-ordination and evaluation of programs for the provision of activities for individuals and groups.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Gather record detailed information about client(s) | 1.1 Works in a team with health practitioners and relevant others  |
|   | 1.2 Chooses appropriate methods to assess client(s) needs according to specific purpose  |
|   | 1.3 A variety of recording methods are used according to the purpose for recording   |
|   | 1.4 Information is recorded using the holistic approach to health and well being of client(s)  |
|   | 1.5 Information gained is analysed to identify individual strengths, needs, interests and preferences  |
|   | 1.6 Use information assessed to guide others in the leisure and health team. Confidentiality is maintained while observing and recording                 |
| 2. Facilitate the design of programs                  | 2.1 Design programs using a consultative approach based on the client(s) needs assessment  |
|   | 2.2 Design programs to enhance the health, wellbeing and abilities of the individual   |
|   | 2.3 Programs meet additional and special needs of client   |
|   | 2.4 Programs reflect the philosophy and goals of the service   |
|   | 2.5 Programs are relevant to the cultural and social contexts of the individual and their community  |
|   | 2.6 Programs reflect a multi-cultural perspective  |
| 3. Co-ordinate the implementation of programs         | 3.1 All resources required have been planned, identified and organised according to relevant needs, interests and time frame available                   |
|   | 3.2 Setting and environment is developed for leisure and health activities within constraints of resources, location and client's needs and availability |
|   | 3.3 Plan and develop timetables that provide structure and flexibility and serve as a communication tool   |

## ELEMENTS

## PERFORMANCE CRITERIA

- |    |                              |   |
|----|------------------------------|---|
|    | 3.4                          | Programs are implemented allowing for clear staff communication, adapting to conditions and needs on day, in line with service requirements |
|    | 3.5                          | Excursions off-site are organised as extension of program where appropriate.  |
|    | 3.6                          | Communication with those involved in the program is maintained in an ongoing way  |
|    | 3.7                          | Facilities, materials and equipment are identified and utilised   |
| 4. | Monitor and evaluate program |   |
|    | 4.1                          | Assess the progress of each individual  |
|    | 4.2                          | Opportunities are established for regular review of program by all participants and workers   |
|    | 4.3                          | Program outcomes are documented and evaluated regularly according to individual/service requirements  |
|    | 4.4                          | Criteria for documentation and evaluation are clearly identified and used for review  |
|    | 4.5                          | Results and information are used to facilitate further design of programs   |

## RANGE STATEMENT

*Methods of assessment may include:*

- Interview with client, careworkers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas

*Holistic approach includes consideration of:*

- Physical health
- Emotional health
- Mental health
- Social health
- Spiritual health

*Programs include:*

- Routines
- Transitions
- Organisation of time and space
- Experiences
- Interactions

*Ideas and suggestions for programming may be gathered from:*

- Colleagues
- Networks resource workers
- Workers in other services
- Newsletters, magazines, articles
- Publications

*Programs may include a variety of experiences:*

- Excursion/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor
- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

*The context of the individual's lives may include:*

- Geographic context, eg. remoteness, buildings, lack of space, isolation
- Community groupings, alliances and conflicts

## RANGE STATEMENT

- Historical context of community, eg. significant events, future plans
- Social context, eg. social isolation, crowding and noise
- Cultural context

*All those involved with program design may include:*

- Individual
- Staff/care providers
- Parents/family member
- Management

*Information about an individual's development and social cultural context may be gained by:*

- Recorded observations
- Conservation
- Consulting family/community representatives
- Written report/records

*Service philosophies include:*

- Culturally specific services philosophies
- Philosophies about people, their development and learning
- Philosophies and values about society and communities

*Goals of the service may be oriented to an emphasis on:*

- Creativity
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding



## RANGE STATEMENT

*Identities of individuals may include:*

- Racial
- Gender
- Cultural
- Social
- Peer Group

*Concerns about the current program could include:*

- Gaps
- Resourcing issues
- Repetition
- Aspects where an individual's participation is low

*Mobile service may need to design programs particularly targeted to those who are isolated:*

- Geographically
- Socially

*Resources required may include:*

- Transport
- Equipment
- Venue
- Equipment and materials
- Curriculum/learning materials
- Staffing
- Food and drink
- Support Staff and resource staff
- Skills of staff

*Specialist resources may include:*

- Professionals with expertise about particular needs
- Written information
- Special equipment
- Information and education videos
- Resource Networks
- Family member
- Bilingual workers
- Interpreter services
- Resource Units
- Extra staffing

## RANGE STATEMENT

*Additional resources may include:*

- Worker training
- Resource centres

*Review of current program could include:*

- Review of individual with additional needs
- Review of strategies for meeting needs of individuals within context of whole group

*Criteria to evaluate programs may be in relation to:*

- Short term and long term goals of program
- Progress of individual
- Progress of the group
- Philosophy and goals of the service
- Cost effectiveness
- Appropriate practice
- Daily programs, weekly programs

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

Ability to:

- Gather record detailed information about client(s)
- Facilitate the design of programs
- Co-ordinate the implementation of programs
- Monitor and evaluate program

*Context of assessment:*

This unit may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place.

*Underlying knowledge, skills and attitudes may include:*

- Theories of development
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment of key variables to guide decision making about programming approach
- Respect for different family expectations
- Detailed knowledge of facilitating a variety of learning experiences eg. art, music, sport
- Able to state and outline a personal philosophy about development through programming which considers theories of development, learning, social justice and equity
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion – non-discriminatory practices and associated legislation
- Knowledge and development – build on strengths of individual
- Observation
- Communication skills
- Consultative process
- Identification of local community resources
- OHS principles and practices



## **UNIT CHCRH5B      Conduct a program for children and young people with special needs**

### **Unit Descriptor**

This unit covers the skills and knowledge necessary to conduct a program for young people with special needs

| <b>ELEMENT</b>                         | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1. Plan and prepare a program/activity | <ul style="list-style-type: none"><li>1.1 Identify specific needs of the child/young person by conducting routine assessments and accessing existing records</li><li>1.2 Identify planned outcomes for the child/young person, including key milestones and targets</li><li>1.3 Identify relevant support services that are required</li><li>1.4 Develop an individual program in consultation with child/young person and their carers</li><li>1.5 Identify options for addressing non participation/non achievement of outcomes</li><li>1.6 Access a range of literature and research in planning programs to meet developmental needs of child/young person with special needs</li></ul> |
| 2. Establish operational arrangements  | <ul style="list-style-type: none"><li>2.1 Seek agreement from child/young person and their carers about participation in the program/activity prior to commencement</li><li>2.2 The range of activities to be utilised in the program is determined according to the needs of the child/young person</li><li>2.3 Additional support requirements of child/young person are identified</li><li>2.4 Special resources required for the program are identified and sourced prior to program commencement</li></ul>   |
| 3. Establish effective communication   | <ul style="list-style-type: none"><li>3.1 Instructions are provided in a communication style suitable to the child/young person</li><li>3.2 Provide and seek feedback on session technique, participation and correct usage of equipment from child/young person and their carers</li><li>3.3 Enlist specialist communication support where it is required</li><li>3.4 Processes are put in place to evaluate the effect on the self esteem and confidence of the child/young person</li></ul>  |

## ELEMENT

## PERFORMANCE CRITERIA

- |  |      |  |
|--|------|--|
|  | 3.5  | Program is modified, where necessary, based on an assessment of the conditions and status of child/young person  |
|  | 3.6  | Appropriate activities within the program are conducted to suit the abilities of individuals and/or the group  |
|  | 3.7  | Activities within the program are selected to take into account the individual structural and functional variations to the human body and to enhance emotional well-being of the child/young person with special needs |
|  | 3.8  | Assistance with the provision and use of aids, including modification, is provided as appropriate  |
|  | 3.9  | Information and demonstration are provided to the child/young person on safe and responsible behaviour and are made aware of rules, codes and organisational health and safety requirements                            |
|  | 3.10 | Organisational procedures are applied to the collection and checking for damage/wear of the equipment  |
| 4. Evaluate the effectiveness of the program | 4.1  | Feedback is sought from child/young person and their carer about the value and responses to specific activity to ensure that their needs continue to be met  |
|  | 4.2  | Current accepted practices are applied to planning, design and delivery of specific programs to meet individuals needs   |
|  | 4.3  | Processes are implemented to monitor participation and progress of child/young person  |

## RANGE STATEMENT

### *Barriers to participation:*

- Cultural values
- Family structures
- Religious beliefs
- Impact of any disability on participation
- Communication
- Level of literacy and numeracy
- Transport
- Income
- Confidence
- Support services available
- Economic

### *Communication styles:*

- Should be clear, accurate, contain all relevant information and appropriate to the person's
  - Age
  - Preferred method of communication
  - Physical or cultural factors
  - Specific needs
- May include
  - Verbal
  - Modelling/demonstration of activities/movements
  - Hand/arm signals
  - Assisted communication devices
  - Braille
  - Audio tape
  - Others as identified

### *Emotional well-being:*

- Feelings
- State of mind
- Perception of risk
- Self-esteem
- Self confidence

## RANGE STATEMENT

*Feedback may be qualitative and quantitative:*

- Evaluation forms
- Asking people
- Numbers
- Surveys
- Complaints
- Reaction
- Feedback from staff
- Financial information

*Impact on participation may be affected by:*

- Negative personal attitudes and values of staff
- Organisational procedures and practices
- Client service strategies
- Social, cultural and religious factors
- Physical and economic factors
- Rate of skill development
- Taking risks in the context of self determination and dignity of risk
- Communication supports required/available
- Flexibility about timing and priorities to allow for choice
- Socialisation/community involvement

*Child/young person with special needs and requirements will vary according to:*

- Type of disability
  - Physical
  - Sensory
  - Intellectual
  - Psychiatric
- Factors such as
  - Cultural and linguistic diversity
  - Rural/remote environment
  - Income
  - Gender
  - Sexuality
  - Age
  - Family systems
  - Religion



## RANGE STATEMENT

*Program:*

- A sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being
- Does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively

*Range of activities:*

Should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of child/young person in the following areas

- Stretching and mobility
- Strengthening or conditioning
- Confidence building and self esteem
- Fine and gross motor skills development
- Development of valued relationships
- Back care
- Balance
- Socialisation

*Resources:*

- Staff
- Equipment
- Venues/facilities
- Paperwork
- Transport and logistical arrangements
- Funds
- Music

*Session:*

- A selection of tasks, games, activities or exercises in which the extent of instruction is to promote enthusiastic, safe and cooperative participation
- May be a component of a sequenced program of individual activities
- Does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
- Of up to a day's duration, ie, no overnight component

## RANGE STATEMENT

*Status of child/young person  
may vary according to:*

- Impact of medication/pharmaceuticals
- Chronological age
- Physiological age
- Disability
- Other specific needs and considerations such as
  - Communication
  - Socialisation
- Physical/health issues
  - Orthopaedic
  - Continence issues
  - Cardiorespiratory
  - Medications
  - Neurological conditions
  - Musculoskeletal conditions
- Psycho social issues

*Work environment varies with  
respect to:*

- Size of the organisation
- Location
- Organisational structure
- Nature of the program/s provided
- Availability of resources and technology

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Assessment must confirm sufficient knowledge of the factors influencing the conduct of a specialised program/activity
- Assessment of performance should be over a period of time covering all Range Statement statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to:
  - Plan and prepare a program/activity including to determine the range of appropriate safe and suitable activities and/or exercises for the child/young person with special needs
  - Establish operational arrangements and effective communication including correct instructions and technique/guidelines for undertaking activities
  - Prior screening to establish additional support needs
  - Evaluate the effectiveness of the program

### *Required knowledge and skills:*

- Essential knowledge
  - Relevant Occupational Health and Safety and Discrimination legislation
  - Relevant modified equipment and activities
  - Impact of disability on participation in programs including recreation programs
  - Social, political, cultural, historical issues that may affect or are relevant to people with a disability
  - Awareness of screening processes for entry into programs/activities
  - Relevant precautions in programs/activities
  - Stretching and mobility exercises and activities
  - Appropriate chair based, floor work and balance exercises and activities
  - Appropriate strengthening and conditioning exercises and activities
- Essential skills
  - Monitoring of activity within the confines of the program

## EVIDENCE GUIDE

- Organisational skills to coordinate resources necessary to conduct a program
- Communication skills to provide instructions participation
- Selection of appropriate range of activities and exercises
- Modifying activities for risk minimisation to child/young person with special needs to participate in programs

### *Resource implications:*

- Assessment of this competency requires access to child/young person ie, not the peers of the learner
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

### *Consistency in performance:*

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

### *Context for assessment:*

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## UNIT CHCSD11B

## Facilitate the inclusion of children with additional needs

### Unit Descriptor

This unit is designed for resource workers or those with a leadership role within children's services. The focus is on developing the capacity of workers in the service to respond to the needs of all children, including those with additional needs.

### ELEMENTS

### PERFORMANCE CRITERIA

- |    |  |  |
|----|--|--|
| 1. | 1. Facilitate the development of a plan of inclusion | 1.1 The child's needs for additional care are assessed with worker, parents and others                                 |
|    |  | 1.2 The service's current capacity to provide required care is identified with workers                                 |
|    |  | 1.3 A plan to develop the capacity of the service is designed, implemented and reviewed                                |
|    |  | 1.4 Additional resources and support required are identified with workers and included in the plan                     |
|    |  | 1.5 The plan of inclusion is outlined and planned with all staff working with the child                                |
|    |  | 1.6 Ensures the plan includes strategies for on going review   |
| 2. | Coordinate the implementation of the plan            | 2.1 Relevant materials and equipment are located and provided within budget parameters                                 |
|    |  | 2.2 Information is gathered and/or provided  |
|    |  | 2.3 Advocates with other services to gain their participation and support  |
|    |  | 2.4 Outcomes for the child are identified and progress reviewed in relation to the plan's objectives with all involved |
|    |  | 2.5 The plan is reviewed according to the timeframe decided on   |
| 3. | Provide support to workers                           | 3.1 Support is provided in order to demonstrate specific care and management strategies                                |
|    |  | 3.2 Support is particularly targeted when the child enters the service   |
|    |  | 3.3 Information about particular children is given clearly and their needs described and explained                     |
|    |  | 3.4 Encourages others to adopt inclusive attitudes and practices   |
|    |  | 3.5 Prepares workers to implement the plan, in conjunction with the service  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |    |   |     |  |
|----|---|-----|--|
|    |   | 3.6 | Develops workers understanding of a shared care approach by explanation, and describing examples |
| 4. | Develop the confidence of child care workers in caring for children with additional needs | 4.1 | Concerns of workers are responded to and problems negotiated                                     |
|    |   | 4.2 | Improvement in skills is acknowledged by providing positive feedback                             |

## RANGE STATEMENT

*Assessment about the child's need for additional care may be based on information may be gathered from:*

- The child
- Parents
- Services used previously
- Health professionals involved

*The service's capacity to provide required care may be limited by:*

- Staff or care providers with the necessary skills, knowledge and confidence
- Venue that has necessary access and characteristics
- Availability of special equipment and resources

*A plan to develop the capacity of the service may include:*

- Training program provided
- Sups worker, casual ethnic worker or other resource worker to work with service
- Information materials provided
- Input from school staff or special needs staff

*A plan of inclusion may involve:*

- Spending time with parent
- Parent participation at centre
- Coordination of various services working with child/family

*The plan may be developed through:*

- Liaison with each party
- Convening and facilitating meetings

*Additional resources may include:*

- Resource materials for programming
- Staffing
- Equipment
- Specialised transport services
- Training

*Support provided in order to demonstrate specific care and management strategies may include:*

- training programs
- demonstrations

## RANGE STATEMENT

*A worker's concerns may involve:*

- Safety issues
- Impact on other children
- Concerns about their own level of experience and skills

*The degree of support provided will depend on:*

- current skills and confidence of care givers
- child's level of ability
- request from service and amount of input they wish to use
- availability, other demands on the support service



## EVIDENCE GUIDE

*Critical aspects of assessment:* Demonstrated ability to develop the capacity of workers to respond to the needs of all children including those with additional needs, within a philosophical framework of children's services delivery

*Context of assessment:* This unit may be assessed on the job or through simulation and should reflect the diversity of settings within the Leisure and Health workplace.

*Essential knowledge:*

- Knowledge of a range of resources that may be utilised - equipment, personnel with specific expertise, specialist services, information resources, toy libraries
- The range of services provided by child care organisations in the local community - their philosophy, program objectives, style of organisation
- Social justice and access and equity principles
- The central role of the family in planning inclusion of the child
- Impact on families of a child with a disability eg. Challenges, stress, cultural beliefs and understandings
- Impact of migration on children and families
- The importance for the child of their culture and language being respected by workers in children's services
- Confidentiality principles and complex issues
- Organisational standards, policies and procedures

*Essential skills:*

- High level of communication skills - listening, questioning, suggesting ideas, providing information, giving positive feedback, giving negative feedback if required
- Skills in assessment of child's needs
- Skills in facilitating discussions
- Planning skills
- Evaluation skills
- Advocacy and self advocacy principles
- Workplace training skills
- Cross cultural communication skills

## EVIDENCE GUIDE

*Resource implications:*

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare workplace
- Access to children's services, resources and equipment
- Access to the local environment

*Context of assessment:*

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

## UNIT CHCSD12B Act as a resource to workers

### Unit Descriptor

This unit describes the requirement for worker to act as a resource to workers.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Communicate about the child                        | <ul style="list-style-type: none"><li>1.1 Information about the child's needs, interests and abilities is gathered appropriately and clearly conveyed</li><li>1.2 Information conveyed is limited to what is required for the worker to provide relevant care</li><li>1.3 Questions are answered or referred to the relevant person</li><li>1.4 Issues about the child's care are discussed and an appropriate decision reached</li><li>1.5 Information is conveyed clearly</li><li>1.6 The major issues/requirements related to the child's care are communicated clearly</li><li>1.7 Confidentiality is maintained appropriately and according to procedures to which the parent/s have agreed</li><li>1.8 Communications occur at a time and place that the child does not overhear</li></ul> |
| 2. Communicate about the child's family circumstances | <ul style="list-style-type: none"><li>2.1 Relevant information about the family's circumstances is provided to enable appropriate care to be provided</li><li>2.2 Relevant information on cultural and child rearing practices is provided to enable appropriate care to be provided</li><li>2.3 Any concerns of the worker are discussed with them and a course of action decided</li><li>2.4 Issues of confidentiality about family information are discussed and procedures decided</li></ul>   |
| 3. Promote appropriate care practices                 | <ul style="list-style-type: none"><li>3.1 Suggestions provided are achievable</li><li>3.2 Information about care practices is provided so as to extend the worker's ideas</li><li>3.3 Relevant care practices are demonstrated</li><li>3.4 Care practices are explained and discussed with workers</li></ul>   |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | 3.5 Appropriate care practices are contrasted to inappropriate care practices                           |
|  | 3.6 Relevant equipment and resources are suggested  |
| 4. Promote understanding of the child and family circumstances | 4.1 Reasons for a child's behaviour are explained   |
|  | 4.2 The child's viewpoint is explained in order to develop the worker's empathy                         |
|  | 4.3 Theoretical perspective's that are relevant to the situation are outlined and discussed             |
| 5. Follow up issues  | 5.1 Additional information is gathered and conveyed to the worker when necessary                        |
|  | 5.2 Worker's concerns, issues and viewpoints are conveyed to the relevant person/body                   |
|  | 5.3 Issues that require the development of policy or training are communicated to the relevant person/s |
|  | 5.4 Issues that require referral to other services are followed up with all those involved              |
| 6. Provide support to workers                                  | 6.1 Workers confidence is developed   |
|  | 6.2 Listens to workers concerns and reactions about caring for children and working with families       |
|  | 6.3 Workers skills are acknowledged when demonstrated and positive feedback is given                    |
|  | 6.4 Responds to workers feelings with empathic communication  |
|  | 6.5 Selects an appropriate time and place according to the issue  |
| 7. Communicate with workers in ways that are relevant to them  | 7.1 Style of communication used is acceptable to the person   |
|  | 7.2 Suggestions and information is targeted to the priorities and concerns of the worker                |
|  | 7.3 Explains and interprets information received from other sources to develop understanding of it      |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

*Information about a child may be gathered by:*

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

*Worker's concerns may include:*

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

*Information to promote care practices may be provided by:*

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

*Issues that may require follow up are:*

- Bi lingual support
- Use of home language

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

|  |  |
|--|--|
| <i>Critical aspects of assessment:</i> | Demonstrated ability to lead workers by discussing the needs of particular children, developing strategies for addressing those needs and providing support as appropriate   |
| <i>Essential knowledge:</i>            | <ul style="list-style-type: none"><li>• Policies and procedures of the service</li><li>• Philosophy of the service in sufficient detail to understand and promote practices and policies of the service</li><li>• Organisational standards, policies and procedures</li></ul>  |
| <i>Essential skills:</i>               | <ul style="list-style-type: none"><li>• Communication skills such as listening, conveying information clearly, discussing an issue from a variety of viewpoints, negotiating an agreement</li><li>• Assertiveness</li><li>• Analysing information</li><li>• Time management</li><li>• Prioritising tasks</li><li>• Cross cultural communication skills</li></ul> |
| <i>Resource implications:</i>          | <ul style="list-style-type: none"><li>• Assessment requires access to a range of opportunities defined in the Range Statement. This includes:<ul style="list-style-type: none"><li>– A childcare workplace</li><li>– Access to children's services, resources and equipment</li><li>– Access to the local environment</li></ul></li></ul>                        |
| <i>Context of assessment:</i>          | This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations  |

## UNIT CHCT3B      Apply safe food hygiene practices

### Unit Descriptor

This unit is concerned with the ability to apply safe food hygiene practices in food service operations.

This unit is based on but not equivalent to the Commercial Catering Competency Standards (199x) units of competency *Implement hygienic practices (INT8)* and *Maintain safe and hygienic standards and practices (BCC11)*.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Apply hygienic practices                    | 1.1 Hygienic practices are applied to comply with the requirements of the relevant legislation and include: <ul style="list-style-type: none"><li>– Personal hygiene in food handling</li><li>– Safe food storage</li><li>– Cleaning sanitation and waste storage and disposal practices</li></ul>   |
| 2. Prevent the occurrence of food safety risks | <ul style="list-style-type: none"><li>2.1 Perishable and non perishable food is received, stored, prepared, cooked, served, and otherwise handled to prevent deterioration contamination and the growth of micro organisms</li><li>2.2 Left over food is stored safely and hygienically and used within a safe period of time or is discarded according to enterprise standards</li><li>2.3 The work environment is kept clean</li><li>2.4 Equipment is cleaned and stored to prevent contamination</li><li>2.5 Kitchen pests are controlled and if necessary eradicated safely</li><li>2.6 The risk of infectious disease transmission is minimised</li><li>2.7 Hazardous substances are stored correctly</li></ul> |

## RANGE STATEMENT

- The work environment includes:*
- Food preparation areas walls floors and work surfaces
  - Food storage areas kitchen chemical storage areas food service and dining areas

Distinction should be made between the terms *cleaning sanitation* and *sterilisation*.



## EVIDENCE GUIDE

*Critical aspects of assessment:* Work is performed in a safe manner

*Essential knowledge is required of the following:*

- Safe food handling practices
- Microbiological basis for food deterioration and food poisoning
- Causes of food contamination cross contamination and the transfer of infectious diseases and food poisoning organisms
- The conditions leading to bacterial growth and to common cases of bacterial food poisoning
- Cleaning and sanitation techniques for equipment and work areas
- Food safety principles and regulations
- Occupational health and safety work practices relevant to the specific work place and in accordance with relevant state/territory/national legislation
- Common kitchen pests and principles for their control

*Essential skills:* Language and literacy skills appropriate to the role and workplace requirements

*Resource implementations:* Resource requirements include equipment such as kitchen, refrigerator

*Consistency in performance:* It is recommended that assessment may take place on one occasion

*Context for assessment:* This unit of competency may be assessed on the job or through simulation



## **UNIT CHCTC1A     Deliver a service consistent with the organisation's mission and values**

### **Unit Descriptor**

This unit identifies the framework and skills required to deliver a Telephone Counselling Service within the organisations defined approach.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Operate within the mission and values of the organisation | 1.1 Strategies are identified and put in place to heighten awareness and management of own values to ensure they contribute constructively, rather than impact negatively on the counselling role |
|  | 1.2 Demonstrate self awareness relevant to the counselling role and be open to training or supervisory feedback to assist in development of therapeutic practice, self awareness and skills       |
|  | 1.3 Appropriate language and interpersonal techniques are used to convey a non-judgmental approach to the caller  |
| 2. Provide high quality counselling and support to clients   | 2.1 All work is in accordance with the organisations Code of Practice goals and philosophy of the organisation  |
|  | 2.2 Actively participate in the organisations assessment, supervision and professional development framework.   |
|  | 2.3 Engage in feedback processes designed to assure the quality and focus of counselling  |
|  | 2.4 Apply a client centred counselling approach to telephone counselling, adopting crisis management strategies where appropriate   |
|  | 2.5 Interact with clients over the phone in a manner consistent with organisational practices   |

## RANGE STATEMENT

### *General context of work:*

- Work is performed under limited supervision, generally in a team environment
- Work will be assessed in accordance with enterprise requirements, OHS legislation and professional standards
- Competence must be demonstrated in working largely independently and being accountable for own results including:
  - Course participation and simulated exercises.
  - Working effectively under pressure during crisis situations
  - Maintaining the quality of services to callers
  - Acting as a positive role model to other telephone counsellors
  - A commitment to active participation in the organisations training framework

*The appropriateness of self disclosure* will be determined by its capacity to impact positively on the therapeutic process

### *Assessment supervision and professional development framework includes:*

- Orientation training
- Peer group supervision
- Feedback on practice (e.g. Call sheets)
- Individual supervision
- Ongoing training
- Seeking training outside the agency
- Seeking external professional development opportunities
- Debriefing

### *Feedback processes would be expected to include:*

- Call sheets
- Group supervision
- Individual supervision

## RANGE STATEMENT

*Appropriate language and counseling approaches would feature:*

- Inclusiveness
- Respect for cultural, linguistic and individual differences
- Non judgmental responses
- Recognition of client diversity
- Respectful language

Appropriate manner will include tone of voice and use of minimal encouragers.

*Strategies to manage own values include:*

- Developing self-awareness through participation in feedback activities
- Responses to supervised reflection
- Consciously putting own values to one side
- Observing through reflection the impact of verbal and non verbal responses in others and in self

## EVIDENCE GUIDE

|   |  |
|---|--|
| <i>Critical aspects of assessment must include:</i>             | Demonstrated willingness to work within philosophy, policies and procedures of the organisation to address client callers needs  |
| <i>Concurrent assessment and relationship with other units:</i> | ‘Undertake telephone counselling’ and ‘Provide counselling in crisis situations’   |
| <i>Essential knowledge required includes:</i>                   | <ul style="list-style-type: none"><li>• Ethos, policies and procedures of the organisation</li><li>• Scope of telephone counselling role</li><li>• Debriefing processes and their importance</li><li>• Counselling styles to be applied</li><li>• The principle of unconditional positive regard</li><li>• How values, attitudes and beliefs impact on counselling processes</li></ul> |
| <i>Essential skills required include:</i>                       | <ul style="list-style-type: none"><li>• Active listening</li><li>• Identifying and implementing appropriate interventions required in a timely way</li><li>• Respecting the client’s worldview rather than imposing one’s own</li><li>• Recognising when higher levels of care are needed and making referrals where appropriate</li></ul>   |
| <i>Resource implications for training and assessment:</i>       | A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources  |
| <i>Methods of assessment:</i>                                   | Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments   |
| <i>Context for assessment:</i>                                  | Assessment will occur on the job   |

## UNIT CHCTC2A Undertake telephone counselling

### Unit Descriptor

This unit covers the part of the suite of skills required to provide a telephone counselling service within the context of a client centred approach.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Apply the organisations telephone counselling processes      | 1.1 The stages of a counselling session are consistently applied.  |
|   | 1.2 A client-centred approach is applied to counselling calls  |
|   | 1.3 A range of telephone counselling strategies is implemented that empower clients  |
|   | 1.4 Appropriate measures for counsellor care; supervision and support are developed and implemented  |
|   | 1.5 Strategies applied are consistent with defined model(s) of counselling   |
| 2. Apply a client-centred approach to telephone counselling     | 2.1 Active listening skills and brief encouragers are consistently used to establish rapport with clients, and identify their issues   |
|   | 2.2 Respectful, empathic understanding is shown to clarify the nature and depth of client feelings, identify priority needs and focus the counselling session                    |
|   | 2.3 An empowering counselling relationship is developed which helps clients clarify options, seek support and decide on next steps to address problems and/or meet current needs |
|   | 2.4 Options for further community help are explored and offered  |
|   | 2.5 A timely end to the call is sensitively managed, facilitating transitions to ongoing self-care and community support   |
| 3. Address personal factors likely to impact on the counselling | 3.1 Personal attributes and attitudes likely to facilitate the counselling process are identified affirmed and encouraged  |
|   | 3.2 Personal issues or attitudes likely to impact negatively on the call are identified and contained  |
|   | 3.3 Personal reactions to strong caller emotions or impactful client situations are identified and discussed   |

## ELEMENTS

## PERFORMANCE CRITERIA

- 3.4 Constructive strategies for dealing with these strong emotions and impactful situations are identified and implemented
- 3.5 A range of self-care strategies for responding to impactful client presentations or situations are developed



## RANGE STATEMENT

### *General context of work:*

- Work is often performed under limited supervision, generally within a team environment
- Work will be assessed in accordance with Enterprise requirements, OHS legislation, and professional standards
- Competence must be demonstrated in working largely independently and being accountable for own results including:
  - Working effectively under the pressure of crisis situations
  - Maintaining the quality of services to callers
  - Managing own responses and appropriate self care

### *Active listening skills include:*

- Appropriate brief encouragers which help the caller relate their story and concerns
- Reflection of feelings /thoughts, behaviours and experience (content)
- Hearing the caller's concerns
- Paraphrasing (reflection of content)
- Using open and closed questions to expand or clarify understanding
- Understanding the caller's context
- Recognising when higher levels of care may be indicated
- Summarising and Closure
- Open and closed questions
- Balancing the frequency of questions

### *Strong emotions include:*

- Grief
- Anger
- Confusion
- Sadness
- Frustration
- Suicidal despair

## RANGE STATEMENT

*Empowerment processes include:*

- Active listening
- Identifying and affirming caller strengths and opportunities
- Reframing, summary and closure
- Helping contain overwhelming feelings to facilitate coping
- Using questions and concreteness to focus the caller on identifying immediate needs and concerns
- Setting realistic achievable goals for the call
- Brainstorming consequences
- Exploring options
- Facilitating informed client choices
- Identify achievable tasks to be addressed after the call

*Range of self care strategies include:*

- Debriefing and defusing
- Self monitoring
- Recognition and processing of counsellors' call-related experiences
- Reflection on practice
- Knowing when and how to ask for back-up support
- Constructive feedback about counselling practice

*Strategies to deal with client issues and emotions include:*

- Managing tone, pitch and pace of voice
- Externalise client emotions
- Awareness of personal vulnerabilities which may be triggered during a call
- Containment skills
- Supervision
- Debriefing

*Counselling approach incorporates Client Centred perspectives. This is primarily demonstrated through counsellor values:*

- Unconditional positive regard for the client
- Non-judgmental approach
- Genuineness of the counsellor

## RANGE STATEMENT

*Defined models applied during counselling may include a variety of perspectives e.g. Egan*

*Counselling techniques include:*

- Use of counselling journey/story approach
- Establish rapport, /explore issues, focus, identify underlying problems, assessment, develop options for action, closure

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

Demonstrated willingness to work within philosophy, policies and procedures of the organisation to address client callers needs

*Concurrent assessment and relationship with other units:*

‘Undertake telephone counselling’ and ‘Provide counselling in crisis situations’

*Essential knowledge required includes:*

- Ethos, policies and procedures of the organisation
- Scope of telephone counselling role
- Debriefing processes and their importance
- Counselling styles to be applied
- The principle of unconditional positive regard
- How values, attitudes and beliefs impact on counselling processes

*Essential skills required include:*

- Active listening
- Identifying and implementing appropriate interventions required in a timely way
- Respecting the client’s worldview rather than imposing one’s own
- Recognising when higher levels of care are needed and making referrals where appropriate

*Resource implications for training and assessment:*

A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources

*Methods of assessment:*

Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments

## **RANGE STATEMENT**

*Context for assessment:*                      Assessment will occur on the job

## UNIT CHCTC3A      Provide counselling in crisis situations

### Unit Descriptor

This unit applies to telephone counsellors in those calls where they are required to apply crisis management skills. It includes frameworks for crisis containment, risk management, appropriate consultation and referral.

### Definitions

A crisis is any situation where internal distress over impactful events, painful transitions or problems in living has escalated to the point where it is disabling a person's ability to cope and function. The person in crisis may be at risk of self-injury or suicide and may sometimes pose a threat to others.

The focus of crisis intervention is constructive management of the immediate situation. Its primary goals are to promote safety, reduce distress and restore functioning rather than deal with underlying issues or explore long-term strategies for addressing them.

Crisis intervention always involves vigilance about potential threats to life and safety and development of a safety plan to address any imminent danger assessed to be present.

Crisis intervention complements other strategies adopted by the caregiver or counsellor and focuses on stabilising the current situation and providing a bridge to further help. Once the immediate crisis has been addressed, other strategies designed to provide counselling, treatment care or support can be commenced or resumed.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Identify when to apply crisis intervention | 1.1 The need for a crisis assessment and response is alerted by evidence in the client of one or more of the following: <ul style="list-style-type: none"><li>– Disabling levels of distress</li><li>– Difficulty performing daily tasks</li><li>– Difficulty fulfilling usual roles and responsibilities</li><li>– Possible threats to life or safety</li></ul> |
|   | 1.2 Checklists to determine client response are applied as appropriate   |
| 2. Apply crisis intervention strategies       | 2.1 Establish rapport and an active working relationship   |
|   | 2.2 Affirm help-seeking and instil realistic hope for managing the current crisis  |
|   | 2.3 Focus on how past or current problems are affecting present feelings, thoughts and behaviours  |
|   | 2.4 Balance the exploration and containment of powerful feelings and disabling thoughts  |

## ELEMENTS

## PERFORMANCE CRITERIA

- |   |     |  |
|---|-----|--|
|   | 2.5 | Balance adoption of a collaborative and directive helping stance according to the client's current capacity for decision-making and coping |
|   | 2.6 | Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours                            |
|   | 2.7 | Identify and decide on short-term coping steps.  |
|   | 2.8 | Provide options for links to further help, actively facilitating these where necessary   |
| 3. Apply risk assessment strategies and implement risk management | 3.1 | Vigilance about potential threats to life or safety is demonstrated in managing every crisis situation                                     |
|   | 3.2 | Direct inquiry about thoughts of self-harm or harming others is practised when there are slightest grounds for concern                     |
|   | 3.3 | Direct enquiry about possible exposure to harm from others is practised when there are slightest grounds for concern                       |
|   | 3.4 | Risk assessment and risk management strategies are employed whenever needed  |
|   | 3.5 | Emergency interventions are actively facilitated where assessed to be necessary to protect life or safety                                  |

## RANGE STATEMENT

### *General context of work:*

- Counsellors have received training in the principles and practice of crisis intervention, including risk management and suicide first aid
- Work is performed in a setting where ongoing supervision is provided within a team environment
- Supervision on 24-hour call *may* be accessed during a call should counsellors require it and *must* be accessed in certain mandated situations such as a potential suicide in progress.
- Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role
- Enterprise requirements and OHS legislation shall be observed

### *Working independently must include:*

Counsellors must demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship noted above. They shall be accountable for their own professional conduct and practice including:

- Carrying out assigned tasks
- Working effectively under the pressure of crisis situations
- Maintaining the quality of services to the organisations callers

### *Internal referral systems may include:*

- Training
- Organisations referral database and folders
- Supervisory and on call network
- Support personnel
- Literature – including books and brochures

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

Demonstrated ability of appropriate use of self and accessing appropriate support in providing counselling service in times of crisis so duty of care and safety of client is assured

*Concurrent assessment and relationship with other units:*

‘Deliver a service consistent with the organisations mission’ and ‘Undertake telephone counselling’

*Essential knowledge required includes:*

- Principles and practice of crisis intervention, including relevant ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Principles and practices of suicide intervention – particularly the tasks of suicide risk assessment and risk management associated with suicide first aid
- Procedures for facilitating referrals and emergency interventions
- The specific requirements of crisis intervention and how they relate to and complement general telephone counselling
- Knowledge of personal attitudes, beliefs and values and how these might facilitate or impede effective crisis interventions
- General awareness of how mental health issues may impact on crisis intervention.
- Principles of self-care and support-seeking relevant to involvement in crisis intervention work

*Essential skills required include:*

- Competent counselling skills
- Effective general crisis intervention skills
- Competencies in suicide risk recognition, assessment, and management (suicide first aid).
- Capacity to consult appropriately
- Capacity to facilitate links with higher levels of care
- Capacity for self-monitoring and self-care
- Capacity to seek and integrate supervisory support



## EVIDENCE GUIDE

### *Resource Implications for training and assessment:*

Resources for training in and assessment of crisis intervention competencies needs to be available to:

- Provide initial and ongoing training
- Ensure baseline knowledge and skills following basic training
- Observe implementation of these competencies in actual counselling situations and simulated role plays
- Facilitate learning through reflection on practice and integration of supervisory feedback

### *Methods of assessment:*

Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice. Examples might include:

- Group exercises
- Written (e.g. journal) and verbal responses to questioning
- Simulated exercises
- Observation of practice on telephone shifts
- Response to and integration of supervisory feedback

### *Context for assessment:*

Assessment must occur in the workplace or similar environment conducive to professional work



## UNIT CHCTC4A Provide competent suicide intervention over the telephone

### Unit Descriptor

This unit describes the competencies for providing sensitive and effective suicide intervention in the context of a telephone counselling service to persons potentially at risk, those concerned about someone at risk and people dealing with the aftermath of a suicide. The unit promotes opportunities for suicide intervention available to the telephone counsellor while recognising the limits of the telephone medium. Suicide intervention in this context has two main areas of intervention: risk management – for addressing those calls which potentially or actually feature imminent threats to the life or safety of the caller or others; and support and providing life-sustaining options.

The needs and safety and the client are paramount in any suicide call. The unit relates to managing imminent risk in ways which provide opportunity for more comprehensive assessment and the provision of further help. Providing foundations for hearing the pain, addressing problems in living and strengthening life-supports are key goals.

Expectations regarding the nature and scope of the counsellor's suicide interventions need to:

- Ensure observance of the organisations policy and procedures
- Promote implementation of sound risk-management practice
- Recognise the limitations of the telephone medium
- Reflect coherence with organisations mission and values
- Build on general telephone counselling and crisis management skills

This suicide intervention competency is part of the telephone-counselling framework adding specific applications for calls featuring suicide.

### ELEMENTS

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Identify and estimate the <i>level</i> and <i>immediacy</i> of current suicide risk | 1.1 Recognise and respond to hints, cues or hunches that a caller may be considering or affected by suicide and use appropriate questioning and listening skills to check for factors which help estimate risk of suicide |
|  | 1.2 Determine the current level of risk and whether there is an imminent threat to the caller's safety or the safety of others by applying appropriate questioning techniques   |
|  | 1.3 Ask directly about suicide whenever there are grounds for concern   |

## ELEMENTS

## PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 2. Apply telephone counselling skills to reduce the risk of suicide and promote the safety of the individual | <ul style="list-style-type: none"><li>2.1 Identify and work to reduce any immediate threats to the caller's life or safety or the safety of others by:<ul style="list-style-type: none"><li>– Attending to the pain associated with the suicidal crisis</li><li>– Acknowledging and working with any ambivalence about dying and living while affirming the search for help implicit in the call</li></ul></li><li>2.2 Work with the caller to develop a safety plan which creates the opportunity to address deeper underlying concerns behind the suicidal crisis</li><li>2.3 Facilitate access to emergency medical help in any call where it is assessed that there is an imminent threat to the caller's health or life</li><li>2.4 Seek and act on feedback from workplace supervisor and other internal performance review processes to ensure work always complies with accepted organisation practices and ethical and duty of care obligations</li><li>2.5 Observe OHS obligations in relation to managing self</li></ul> |
| 3. Facilitate and strengthen the individual's links to further care  | <ul style="list-style-type: none"><li>3.1 Provide information to enhance the caller's awareness of the nature and range of available resources and how to access them</li><li>3.2 Explore the caller's openness toward available help and their perceptions of its helpfulness</li><li>3.3 Develop with the caller an agreed plan for accessing and utilising informal supports and professional help</li><li>3.4 Encourage further use of telephone counselling support when needed</li></ul>  |
| 4. Provide suicide intervention support once it is assessed that there is no imminent risk                   | <ul style="list-style-type: none"><li>4.1 Use questioning techniques to identify the focus of the caller's concern and the most appropriate focus for the present call</li><li>4.2 Affirm the caller's decision to seek help</li><li>4.3 Provide appropriate counselling support to people with thoughts of suicide by following a set of steps which will identify, explore, understand, evaluate and promote strategies for addressing thoughts of suicide</li></ul>  |

## ELEMENTS

## PERFORMANCE CRITERIA

- 4.4 Determine whether underlying mental health problems (e.g. Depression, substance abuse, trauma) are present and need addressing
- 4.5 Provide appropriate counselling support to people concerned about someone at risk by exploring and determining the basis of concern and the potential role they may play
- 4.6 Provide appropriate counselling support to people impacted by someone's suicide to ensure the nature of the concerns are explored, the threat of risk to the caller is evaluated and the caller is assisted to identify internal and external coping strategies
- 4.7 Comply with relevant ethical guidelines and policy requirements that affect duty of care

## RANGE STATEMENT

*General context of the suicide intervention work:*

- A telephone counselling service will normally be provided in the context of a 24-hour telephone counselling service within the framework of the organisations guidelines and competency requirements
- Telephone counsellors will have received training in generalist telephone counselling skills and in the principles and practices of crisis intervention
- Supervision on 24-hour call may be accessed during a call when needed and must be consulted in certain mandated situations such as a potential suicide in progress

Suicide refers to any thoughts or acts which involve deliberate self-harm irrespective of whether death is or was the contemplated or intended outcome. Since some suicidal behaviour also involves harm to others, managing risks to third parties also falls within the scope of this unit. Vigilance about suicide risk needs to accompany bereavement support for those affected by another's suicide.

Factors which help estimate risk include, but are not limited to: the presence of a suicide plan, suicide methods being considered, access to means, prior suicidal behaviour, strength of current coping resources and available supports).

The range of available resources include informal support and professional help.

*Appropriate counselling support to people with thoughts of suicide will include:*

- Identifying the frequency and duration of these thoughts
- Asking whether they are linked to particular events or experiences
- Seeking to understand the source of the emotional pain and associated thoughts and feelings
- Explore achievable steps which address problems in living and strengthen supportive life links and relationships
- Decide on a safety plan to reduce access to suicide methods and promote ready access to support and help when needed

Appropriate counselling support to people concerned about someone at risk include the above set of actions and deciding on the role the caller might have in reaching out to the person at risk and on who else may need to be involved.

## RANGE STATEMENT

*Appropriate counselling support to people impacted by someone's suicide includes:*

- Determining the nature of the caller's relationship to the person who died by suicide
- Exploring and responding to the pain and impact of the loss in feelings such as sadness, anger, guilt or remorse
- Asking the caller what aspects of the death or the loss they most need to focus on now and attend to these concerns
- Assessing for suicide risk in the caller
- Exploring internal coping strengths and external supports likely to provide support

*Internal referral systems may include:*

- Training
- The organisations referral database and files
- Supervisory and on call network
- Support personnel
- Protocols for supervisory consultation during a suicide call and accessing emergency services when necessary
- Literature – including books and brochures

*Ethical guidelines and policy requirements that affect duty of care include:*

- Compliance with the organisations policies and procedures related to delivery of the telephone counselling service
- Disclosure and confidentiality
- Responsiveness to client requests
- Meeting the organisations training standards
- Seeking assistance and providing referrals
- Participation in supervisory activities and professional development and training

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

Counsellors must demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship noted above. They shall be accountable for their own professional conduct and practice including:

- Carrying out assigned tasks
- Working effectively under the pressure of crisis situations
- Maintaining the quality of services to the organisations callers
- Strengthening links to life-sustaining options and supports for calls featuring suicide.
- Demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward life-affirming outcomes
- Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role

### *Essential knowledge:*

- Common indicators of suicide risk
- Identifying the range of calls which may feature suicide
- Principles and practice of crisis intervention, including relevant ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Principles and practices of suicide intervention – particularly the tasks of suicide risk assessment, risk management and ongoing support
- Procedures for facilitating referrals and emergency interventions
- The specific requirements of crisis intervention and how they relate to and complement general telephone counselling
- Knowledge of personal attitudes, beliefs and values and how these might facilitate or impede effective crisis interventions
- Examination of common notions about suicide in the light of available evidence



## EVIDENCE GUIDE

- General awareness of how mental health issues may impact on crisis intervention and suicidal crises
- Principles of self-care and support-seeking relevant to involvement in crisis and suicide intervention work

### *Essential skills:*

- Competent telephone counselling skills
- Effective general telephone crisis-intervention-skills
- Suicide risk recognition, assessment, and management (suicide first aid) over the telephone
- Facilitating links with higher levels of care including emergency services where necessary
- Self-monitoring and self-care
- Seeking and integrating supervisory support

### *Resource Implications for training and assessment:*

Resources for training in and assessment of crisis intervention competencies needs to be available to:

- Provide initial and ongoing training
- Ensure baseline knowledge and skills following basic training
- Observe implementation of these competencies in actual counselling situations and simulated role plays
- Facilitate learning through reflection on practice and integration of supervisory feedback

### *Methods of assessment:*

Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice. Examples might include:

- Group exercises
- Written (e.g. Journal) and verbal responses to questioning
- Simulated exercises
- Observation of practice on telephone shifts
- Response to and integration of supervisory feedback

## EVIDENCE GUIDE

*Context for assessment:*

Assessment must occur in the workplace or similar environment conducive to professional work over a number of occasions

## UNIT CHCYTH1C

## Work effectively with young people

### Unit Descriptor

This unit is for working with and for young people within an ethical, social, political and economic context.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Develop a professional rapport with young people           | <ul style="list-style-type: none"><li>1.1 Conduct interactions with young people in a fair, just, humane and positive manner</li><li>1.2 Use communication strategies with individuals for effective interaction and problem solving</li><li>1.3 All work demonstrates a consistent commitment to young people</li></ul>   |
| 2. Address issues associated with the culture of young people | <ul style="list-style-type: none"><li>2.1 All actions and decisions take into account the culture of the young person</li><li>2.2 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices</li><li>2.3 Issues are evaluated and modified in relation to young person's culture, family background and interest</li><li>2.4 Activities and resources are selected which promote cross cultural awareness</li><li>2.5 Guidelines are established which are relevant to the culture and background of the young person</li></ul> |
| 3. Recognise that youth culture is distinct                   | <ul style="list-style-type: none"><li>3.1 All interventions take account of youth culture the young person identifies with</li><li>3.2 Activities and interventions are selected to fit both individual and/or group needs of particular young people</li><li>3.3 Young people are assisted to negotiate positive outcomes within a political framework</li><li>3.4 All interventions take account of their economic impact on young people</li><li>3.5 All work demonstrates a commitment to addressing any economic disadvantages young people experience</li></ul>  |

## RANGE STATEMENT

*Historical, social, political econ context includes:*

- Statutory framework within which work takes place in the sector
- Historical context of work eg. changing attitudes to young people; changing approaches to working with young people
- Changing social context of work: eg. changing government and societal views of young people and approaches to working with them
- Political context eg. Government policies and initiatives affecting youth work
- Economic context eg. The current economic situation as it relates to and affects young people and the subsequent impact on client needs

*Stakeholders and representatives may include:*

- Young people
- Friends, peers and target groups
- Families and care givers
- Local community and community and religious organisations
- Government representatives and service providers
- Youth organisations
- Specialists/experts
- Peak bodies and networks in youth work
- Organisational management, colleagues, supervisor, team members

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

- Community development and education
- Case management
- Working with families
- A client-centred approach

*A commitment to access and equity may be demonstrated by:*

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Own work role within the context of the youth sector
- Organisational role within the context of the youth sector

*Interdependent assessment of units:*

Completion of this unit removes the requirement to complete CHCCS1A Deliver and monitor service to clients

*Essential knowledge:*

- Interrelationship of society, culture, the family and the young person
- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Principles of access and equity
- Statutory framework in which the work takes place
- Political and economic context as listed in the Range Statement
- Current issues facing young people and existing services to address their needs and rights
- Principles and practices of community support
- Youth cultures social, political and economic frameworks

*Essential skills:*

- Interpersonal communication with young people and other stakeholders
- Preparation of reports so that the information and organisation of information is appropriate to its purpose and audience
- Working as part of a team or as a sole worker
- Communication
- Advocacy
- Empathy

*Resource implications:*

Access to a workplace or to an accurately simulated environment where assessment may take place

*Consistency in performance:*

Consistency in performance should consider the organisational and individual context within which work takes place

## EVIDENCE GUIDE

*Context of assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

## UNIT CHCYTH2C

## Provide care and protection for young people

### Unit Descriptor

This unit describes the competencies required to ensure the needs and risks for young people are identified and responded to appropriately.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Identify the needs and risks of young people   | <ul style="list-style-type: none"><li>1.1 Check and confirm all factors relevant to assessing the needs, risks and circumstances of young people against a range of different sources</li><li>1.2 Identify and note immediate concerns and risk factors</li><li>1.3 Prioritise the concerns and notify specialist support and referral</li><li>1.4 Document issues about the welfare of young people clearly, comprehensively and in the format required by the organisation</li><li>1.5 Refer concerns for consultation with family members and involve them in assessment of need where suitable and constructive</li></ul>  |
| 2. Respond to the needs and risks of young people | <ul style="list-style-type: none"><li>2.1 Ensure that the personal, physical and emotional needs of young people are provided according to resources, procedures and priorities</li><li>2.2 Ensure that special needs and additional support are considered in the design of support</li><li>2.3 Ensure that special needs are referred to specialist support according to referral protocols and procedures</li><li>2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed needs and risk</li><li>2.5 Identify a range of programs for individual young people and provide information and support to access recommended programs</li><li>2.6 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young people to relevant agencies</li><li>2.7 Comply with processes for monitoring and evaluation programs and support provided by specialists</li></ul> |

**ELEMENT**

**PERFORMANCE CRITERIA**

- |                                    |  |
|------------------------------------|--|
|                                    | 2.8 Assess the implications for use of range of options and incorporate in planning and negotiating with young people and their families and supporters. |
| 3. Provide support to young people | 3.1 Identify support needed in caring for young people   |
|                                    | 3.2 Identify support services available to young people  |
|                                    | 3.3 Facilitate access by young people to support services  |



## RANGE STATEMENT

*Identifying, negotiating and assessing of care and protection of young people will be carried out within requirements established by:*

- Organisational policies, procedures and guidelines
- State and commonwealth legislation including child protection
- Program procedures and guidelines
- The identified needs and risks of individual young people

*Responsibility for information about the needs and risks to young people will include relevant examples from:*

- Preparing documentation for child protection notifications
- Referrals from other agencies
- Use of communication techniques; active listening, reflective, summarising question and statements, gaining agreement on actions
- Action planning
- Setting of boundaries for roles and actions
- Demonstration of empathy and rapport building
- Appropriate language and questioning techniques
- Conflict management
- Managing grief and change processes
- Negotiating agreement

*The context of performance will depend on applicants' roles and responsibilities and the conditions required by:*

- Case management;
- Programmed intervention;
- Classification and review;
- Need and risk assessment;
- Reporting and referring systems;
- Protective care;
- Routine and incident reports;
- Review of program/service plan;
- Service contracts and conditions

*Responses to risk will depend on the nature and degree of the risks which includes:*

- Serious physical injury and death including suicide
- Obstacles to sound and healthy development
- Self-harm
- Assaulting/harming others
- Disabilities

## RANGE STATEMENT

- Alcohol and other drugs
- Neglect, illness
- Physical/emotional/sexual abuse
- Harassment, bullying
- Accidents
- Criminal actions
- High anti-social risk taking
- Social isolation
- Mental illness and depression
- Family and personal trauma
- Social and cultural alienation

*Approach to assessment of risk will depend on the nature and degree of the risks and will include:*

- Case management
- Referral to specialist teams and agencies
- Special observation
- Counselling
- Breaches and disciplinary action
- Involvement of family and social support
- Medical referral
- Peer support programs
- Cultural programs
- Socialisation programs
- Program intervention

*Checking indicators of risk include:*

- Serious risk taking behaviour
- Trauma of grief, loss pain abuse, disadvantage
- Stress caused by relationships and social processes
- Depression/withdrawal
- Mental/psychological conditions
- Separation from family and social support
- Shame and guilt
- Cultural conflict and alienation
- Anti-social behaviour and attitudes

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Checking and analysing information for assessment of risks, special needs and personal and social developmental levels for young people
- Providing supervision and care based on assessed risk and justifiable degree of care and concern
- Making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
- Checking and analysing information for assessment of risks, special needs and significant changes
- Responding to risks and incidents of varying degrees of severity
- Using clear and reassuring communication relevant to the culture of young people

*Essential knowledge:*

Knowledge of indicators of risk to young people who are particularly vulnerable include indicators of:

- The specific categories of risk identified in the organisation's risk management plans and relevant to the offender profile
- Procedures and requirements for reporting risks and incidents involving young offenders including work site information processing and the organisation's offender information system
- Legislation relevant to applicants' roles and responsibilities and service guidelines such as:
  - Reporting sexual and other abuse
  - Responding to emergencies
  - Reporting incidents
  - Supervision and surveillance of offenders at risk
  - Protective supervision of offenders at risk of harm
  - Access to information and restriction of access
  - Appropriate relationships with offenders
  - Appropriate relationships with colleagues
  - The rights and responsibilities of young people within the service context
  - Referral to specialist and support agencies
  - Suicide prevention strategy
  - Special needs of young people
- The organisation's codes of conduct or code of ethics/duty of care

## EVIDENCE GUIDE

- The range of specialist support services and programs available to young people
- Processes for getting advice and assistance when there are problems
- Knowledge of cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- The impact of popular beliefs on values, attitudes and behaviour
- Current issues facing young people
- The context of risk taking and social behaviour in young people
- The social, political, historical and economic context of the service response to the needs and interests of young people

*Essential knowledge required includes:*

- Assessment
- Referring agencies
- Program evaluation

*Essential skills required include:*

- Assessment
- Referral
- Negotiation

*Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff

*Context of assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

## UNIT CHCYTH3C

## Support young people to address their circumstances

### Unit Descriptor

This unit is concerned with the competencies required to provide guidance to young people to maintain positive and supportive relationships and resources while dealing with complex personal issues.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Support young people to develop and use personal resources | <ul style="list-style-type: none"><li>1.1 Encourage and assist young people to maintain contact with family, friends and support according to the safety and benefits of relationships</li><li>1.2 Assist contacts between young people and networks in the community according to the young persons needs and interests</li><li>1.3 Make contact with young people's family and friends/supporters in accordance with the interests of the young person and organisational practice</li><li>1.4 Refer family problems to relevant support and specialist staff and agencies</li><li>1.5 Refer young people and their families to suitable specialists according to the nature and urgency of the needs</li><li>1.6 Assist young people to develop and maintain appropriate relationships with family, services agencies and with personal support</li><li>1.7 Encourage young people to manage themselves and their relationships confidently and productively</li><li>1.8 Provide support to young people in a manner which maintains the integrity of individual rights, self-determination and personal dignity.</li></ul> |
| 2. Support young people to develop and use networks           | <ul style="list-style-type: none"><li>2.1 Support, encouragement and opportunities are provided to young people to enable them to:<ul style="list-style-type: none"><li>– Meet and work together in common interest groups</li><li>– Identify commonality of issues and needs</li><li>– Formulate effective means for taking collective action</li><li>– Explore options for addressing issues and needs collectively within existing structures and in revised structures</li></ul></li></ul>   |

## ELEMENT

## PERFORMANCE CRITERIA

- |   |   |
|---|---|
|   | 2.2 All communication with young people will be in appropriate language   |
|   | 2.3 Assistance and support is provided to enable young people to develop and implement strategies and action plans which address their needs and interests  |
|   | 2.4 Activities are developed and undertaken to ensure young people have relevant skills and knowledge to operate in a collective way including auditing skills and knowledge, and providing opportunities for meeting skills/knowledge shortfalls |
|   | 2.5 Support is provided to enable young people to effectively create and utilise alliances with key stakeholders and to access available resources  |
|   | 2.6 Relevant information is provided as required to young people to facilitate better operation of collective networks  |
| 3. Assist young people to monitor and evaluate strategies | 3.1 Assess with young people their options for outcomes and strategies and negotiate agreements based on realistic goals and purpose  |
|   | 3.2 Check and confirm the information and resources required by young people to take action and provide suitable and available resources and support  |
|   | 3.3 Encourage young people to identify and prioritise long and short term goals based on individual responsibility and personal choice  |
|   | 3.4 Encourage young people to identify and analyse the factors which have contributed to past experiences and the obstacles to achieving personal goals   |
|   | 3.5 help young people develop the skills to identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate objectives   |
|   | 3.6 Information provided by and about young people and their families will be respected as confidential and treated with discretion according to organisational and statutory requirements and duty of care                                       |

## RANGE STATEMENT

This unit contains a wide Range Statement to reflect the very diverse nature of young people's needs and circumstances and the different services provided in programs catering for young people. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based.

*Communication with young people will include relevant selection of evidence from:*

- Formal and informal meetings and relationships
- Interviews
- Coaching and providing direction and instruction
- Counselling
- Receiving and conveying information and advice
- Receiving grievances/complaints
- One-to-one and in structured and unstructured groups
- Oral and written
- Internal and external to the organisation
- Recording and reporting
- Responsibility for vulnerable and high risk young people and young people with special needs
- Contact with uncooperative, aggressive and distressed young people

*Confidentiality and discretion will include:*

- Security of personal information
- Selection of other people to be informed
- Location and timing of communication
- Nature of follow up
- Nature of the information
- Agreement with young people, their families, colleagues and policies

*Responsibilities will include State and Territory legislation relevant to:*

- Management of services to young people
- Duty of care
- Community and government services
- Code of conduct
- Confidentiality and freedom of information
- Statutory requirements such as reporting child abuse and child protection responsibilities

## RANGE STATEMENT

*Referrals/support will include:*

- Social/welfare worker
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Special support needs
- Physical, mental, social and emotional developmental programs and strategies
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Education/training/skills development
- Recreation/sporting groups
- Employment/ career development



## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Knowledge and application of relevant organisational procedures and policies related to personal support for young people
- Interaction with young people from different cultural backgrounds
- Supporting vulnerable young people and those with special needs and risks
- Identification of personal values and their impact on performance

### *Essential knowledge:*

- Knowledge and application of relevant organisational procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- Knowledge of statutory requirements and application of the concept of duty of care and child protection
- Identification of personal values and their impact on performance
- Principles of effective communication
- Organisational reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Principle/relevant cultural practices and customs of the community and the young people in the service

### *Essential skills:*

- Supporting young people according to their circumstances and the objectives of the programs and services, individual needs, risks and circumstances
- Supporting vulnerable young people and young people with special needs and risks
- General counselling strategies/techniques

## EVIDENCE GUIDE

*Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in work place applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

*Context of assessment:*

Performance can be demonstrated through assessment of evidence generated from work practice

## UNIT CHCYTH4C

## Support young people in crisis

### Unit Descriptor

This unit focuses on risk management strategies in crisis situation

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Implement risk minimisation strategies       | <ul style="list-style-type: none"><li>1.1 A framework is established for dealing with potential crisis situations</li><li>1.2 Timely risk assessment of potential crisis situation is undertaken, with due consideration for the safety of young people and others</li><li>1.3 A variety of possible strategies to minimise risk are identified, assessed and implemented in accordance with organisational procedures</li><li>1.4 Appropriate sources and strategies for accessing support are identified and acted on as required</li><li>1.5 Where further assistance is required, it is called without delay</li></ul> |
| 2. Maintain a safe environment for young people | <ul style="list-style-type: none"><li>2.1 Organisation policies, procedures and practices designed to maximise the physical and emotional safety for the young person are identified and implemented routinely</li><li>2.2 A healthy and safe environment is maintained to minimise potential for harm</li><li>2.3 Incidents are responded to so as to safeguard young people</li><li>2.4 Appropriate post critical activities to assist young people are initiated and provided routinely</li><li>2.5 Ensure all legislative and ethical requirements are met by self and those who supervise</li></ul>                   |

## RANGE STATEMENT

- Young people will include:*
- Individual young people who are users of the services of the organisation
  - Individual young people referred to the organisation
  - Young people who are involuntary or voluntary users of the service of the organisation
  - Young people who fall in the specific target group of the organisation
- Crisis situations may include:*
- Threatened suicide
  - Drug overdose
  - Domestic violence
  - Abusive situations
  - Self harm
  - Serious indictable offences homelessness
  - Death
  - Verbal abuse
  - Mental health issues
  - Depression
  - Separate homelessness
- Possible strategies to minimise risk may include:*
- Counselling
  - Restraining
  - Diversion
  - Segregation
  - Employing communication skills
  - Seeking assistance
  - Seeking emergency assistance
- Strategies for crisis/emergency action may include:*
- Actions undertaken and managed by the young person
  - Actions taken by the worker on behalf of the young person
  - Joint action
  - Referral to other agencies or services
  - Referrals to group/peer support
  - Short and long term
  - Referral to supervisor/colleagues

## RANGE STATEMENT

*Assistance will include:*

- From own organisation
- From another organisations
- Government and non-government
- Youth specific organisations
- Generic community services organisation
- Emergency services organisations

*Organisation's policies and procedures will include:*

- Emergencies
- Occupational health and safety
- Referrals
- Reporting
- Recording
- Accountability
- Code of conduct
- Legislative, statutory obligations

## EVIDENCE GUIDE

|   |  |
|---|--|
| <i>Critical aspects of assessment must include:</i> | <ul style="list-style-type: none"><li>• Role and responsibilities of self and other staff for responding to critical incidents</li><li>• Understanding of how critical incidents and risks arise both generally and in particular situations</li></ul>   |
| <i>Interdependent assessment of units:</i>          | <ul style="list-style-type: none"><li>• CHCYTH1B Work effectively with young people is a prerequisite to this unit</li></ul>   |
| <i>Essential knowledge:</i>                         | <ul style="list-style-type: none"><li>• Issues affecting young people</li><li>• Basic counselling strategies</li><li>• Protocols of crisis intervention</li></ul>  |
| <i>Essential skills:</i>                            | <ul style="list-style-type: none"><li>• Conducting interviews</li><li>• Advanced communication</li><li>• Predicting possible outcomes or consequences of particular actions</li><li>• Establishing and facilitating meetings</li><li>• Adequate literacy skills for record keeping and report writing to the standards defined by the organisation</li></ul> |
| <i>Essential knowledge required includes:</i>       | <ul style="list-style-type: none"><li>• Mental health issues</li><li>• Policies/procedures</li></ul>   |
| <i>Essential skills required include:</i>           | <ul style="list-style-type: none"><li>• Advanced communication</li><li>• Counselling</li></ul>   |
| <i>Resource implications:</i>                       | Access to a workplace or to an accurately simulated environment where assessment may take place  |
| <i>Consistency in performance:</i>                  | Competency is demonstrated in assisting young people in crisis situations for at least one type of crisis situation taking account of the organisational policies and procedures designed to maximise safety   |
| <i>Context of assessment:</i>                       | This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions   |

## UNIT CHCYTH5C Support youth programs

### Unit Descriptor

This unit covers devising, setting up, co-ordinating, delivering and evaluating activities and programs for individuals and groups.

| ELEMENT                                     | PERFORMANCE CRITERIA  |
|---|---|
| 1. Identify the activity / program required | <ul style="list-style-type: none"><li>1.1 The need for a particular program is assessed from relevant evidence collected</li><li>1.2 A range of possible programs to meet the defined needs are identified and reviewed</li><li>1.3 Selection of a program type is based on client needs, organisation's criteria, and availability of resources</li></ul>  |
| 2. Prepare activity / program plan          | <ul style="list-style-type: none"><li>2.1 Appropriate strategic planning activities are undertaken, to ensure client needs are met</li><li>2.2 Planning activities incorporate consultation with key clients and stakeholders</li><li>2.3 Operational arrangements for conducting the program are determined and assessed for feasibility</li><li>2.4 Appropriate implementation and evaluation strategies are included in the activity/program plan</li><li>2.5 Planning activities reflect accepted good practice in working with young people</li></ul>              |
| 3. Deliver activity / program               | <ul style="list-style-type: none"><li>3.1 The program is implemented in accordance with the program plan, organisation guidelines and legal / statutory requirements</li><li>3.2 Participants are provided with access to a range of activities suited to their needs and interests</li><li>3.3 Flexible implementation plans are developed to suit a variety of contexts and to cope with contingencies</li><li>3.4 The program is adapted to the changing needs of participants as required</li><li>3.5 Problems in program delivery are addressed promptly</li></ul> |
| 4. Evaluate activity program                | <ul style="list-style-type: none"><li>4.1 Criteria to judge the effectiveness of the program are defined in consultation with clients and</li></ul>   |

**ELEMENT**

**PERFORMANCE CRITERIA**

- stakeholders
- 4.2 Appropriate evaluation strategies are used routinely during and after the program and used for revision and development
  - 4.3 Evaluation information is collected, organised and reported in a format which is accessible and meaningful to the clients and stakeholders
  - 4.4 Reports are prepared and presented as required



## RANGE STATEMENT

*Programs may include:*

- Activities designed to address needs of target groups
- Activities designed to meet needs identified in research
- Strategies to implement government/funding agency policy
- Activities to extend the participation numbers in existing programs
- Strategies to address exclusion, discrimination and alienation
- Those directed at individual young people and their needs
- Those directed at the general community which affect young people
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision makers
- Those designed to respond to social, economic and demographic changes

*Programs may have the following focus:*

- Education/learning/training eg. homework support and study
- Personal development and support eg. life skills education
- Music and performing arts eg. youth theatres, band, video production team
- Research, planning and management eg. Aboriginal cultural camp, scouts meeting
- Community action eg. Anti violence group
- Special interest causes eg. Young people against nuclear disarmament
- Enterprise development activities
- Employment, funding raising, small business

*Program activities may include:*

- Discussion groups eg. about safe sex, religious beliefs
- Sporting and recreation activities eg. basketball at the drop in centre, pool game, disco, bush excursion

## RANGE STATEMENT

- Structured and unstructured social activities eg. party, shopping, visit to the cinema
- Programs are planned and implemented for the purpose of:*
- Providing immediate support
  - Promoting young people's participation and personal development
  - Enabling young people to use their time constructively, have fun and develop qualities of self reliance
  - Enabling young people to learn life skills, knowledge and attitudes

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Target groups relevant to the worker and the activity or program
- Consulting with relevant stakeholders
- Working with individuals and groups
- Abilities in autonomous work and team work

*Interdependent assessment of units:*

- Completion of this unit removed the requirement to complete CHCCS3C Coordinate the provision of services and programs

*Essential knowledge:*

- A range of youth activities and programs
- Legal and safety requirements as they relate to activities and programs
- Relevant funding sources

*Essential skills:*

- Research and consultation
- Coordination and management of programs
- Analysis of data, information and relationships
- Advocacy
- Provision of support to a diverse range of people/organisations
- Conflict resolution/negotiation and mediation
- Cross cultural communication and negotiation
- Literacy adequate to prepare a range of appropriate resource material
- Working with and through community leaders

*Resource implications:*

Access to a workplace or to an accurately simulated environment where assessment may take place

*Consistency in performance:*

- For at least two of the types of activities and programs identified in the Range Statement
- For at least two of the purposes identified in the Range Statement

*Context of assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions



## UNIT CHCYTH6C Provide appropriate services for young people

### Unit Descriptor

This unit is concerned with the competencies required to provide guidance and role models to young people and their families to maintain positive and supportive relationships while identifying problems and establishing goals for change based on maintaining support from family and the general community

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Establish effective rapport with young people and families | <ul style="list-style-type: none"><li>1.1 Use interaction with young people to encourage personal reflection on relationships and personal responsibility</li><li>1.2 Use a range of communication strategies to gather information about the background and circumstances of young people and their families</li><li>1.3 Information provided to young people and their families is factual, clear and designed to promote positive responses</li><li>1.4 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships</li><li>1.5 Maintain clear, ethical and honest relationships with young people and their families</li><li>1.6 All information relevant to intervention contact with young people and their families is recorded and reported according to the organisation's procedures and consideration of confidentiality and discretion</li></ul> |
| 2. Assess the needs and circumstances of young people         | <ul style="list-style-type: none"><li>2.1 Identify and respond to the immediate needs of young people according to nature and degree of urgency</li><li>2.2 Provide young people and their families with information which is tailored to their capacity to absorb and which is designed to calm and reassure</li><li>2.3 Observe and note any signs of distress, anxiety, aggression and apathy</li><li>2.4 Observe and note signs of impairment of functioning in individuals and relationships</li></ul>  |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 3. Facilitate goal setting and action planning | <ul style="list-style-type: none"><li>3.1 Emphasise and negotiate clients' responsibility for determining and achieving their goals</li><li>3.2 Assess options for clients' goals and outcomes for change and negotiate agreements based on realistic goals and purpose</li><li>3.3 Check and confirm the information and resources required by clients to set their goals</li><li>3.4 Negotiate suitable and available resources and support</li><li>3.5 Encourage clients to identify and prioritise long and short term goals based on individual responsibility and personal choice</li><li>3.6 Encourage clients to identify and analyse the factors which have contributed to past behaviour and the obstacles to achieving individual and family goals</li><li>3.7 Identify unrealistic expectations challenge negative attitudes and unacceptable objectives and re-negotiate plans when required</li></ul>  |
| 4. Provide targeted assistance and referral    | <ul style="list-style-type: none"><li>4.1 The type and nature of services available to clients are identified and clearly communicated</li><li>4.2 Appropriate work is undertaken to ensure assistance provided:<ul style="list-style-type: none"><li>– Is in an appropriate manner</li><li>– Meets client needs</li><li>– Is consistent with legal and statutory provisions</li><li>– Meets resource and time constraints</li><li>– Complies with organisational policy</li><li>– Encourages young people to access alternative services and resources and to be self managing as possible</li></ul></li><li>4.3 Systems are established to ensure information and referral sources within the organisation are up to date, comprehensive, accurate, accessible and relevant to clients</li><li>4.4 Procedures are implemented to ensure workers have access to additional advice, expertise and support from others as required</li><li>4.5 The effectiveness of service delivery is continually monitored and problems of access, services or resources are resolved as appropriate</li><li>4.6 All reporting is in accordance with organisational procedures</li></ul> |

## RANGE STATEMENT

This unit contains a wide Range Statement to reflect the very diverse nature of young people and family needs and circumstances and the different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based.

*Communication with young people and their families will include relevant selection of evidence from:*

- Formal and informal meetings
- Interviews
- Counselling
- Receiving and conveying information and advice
- Receiving grievances/complaints
- Oral and written reports
- Internal and external to the organisation
- Recording and reporting
- Responsibility for vulnerable and high risk families and families with special needs
- Contact with uncooperative, aggressive and distressed offenders
- Contact with young people in crisis

*Confidentiality and discretion will include:*

- Security of personal information
- Determination of other people to be informed
- Location and timing of communication
- Nature of follow up
- Nature of the information
- Agreement with young people and their families, colleagues and support agencies
- Child protection notification.

*Referrals/support will include:*

- Social/welfare worker
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team

## **RANGE STATEMENT**

- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups
- Employment/ career development



## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Knowledge and application of relevant organisational procedures and policies related to services for young people and their families, personal support for young people, referral, reporting, community services
- Knowledge of statutory requirements and application of the concept of duty of care
- Performance with clients from different cultural backgrounds
- Supporting young people and their families according to case management objectives, needs and risks and individual circumstances
- Supporting vulnerable young and young people with special needs and risks
- Identification of personal values and their impact on performance

### *Essential knowledge:*

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people and their families, court orders, code of conduct, organisational procedures, criminal justice codes, client services and programs
- Establishing and maintaining effective relationships with young people and their families
- Principles of effective communication including client information management
- Organisational reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of human behaviour and development related to young people, families and relationships
- Principle/relevant cultural practices and customs of the community and the family profiles

### *Essential skills:*

- General counselling strategies/techniques
- Goal setting, personal planning and change support

## EVIDENCE GUIDE

*Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in work place applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements

*Context of assessment:*

Performance can be demonstrated through assessment of evidence generated from work practice

## UNIT CHCYTH7C

## Respond to critical situations

### Unit Descriptor

This unit describes the competencies required to maintain safety through effective response to potential or actual critical situations. This unit applies to staff working in specialist services and in residential work sites or in the community.

| ELEMENT                                      | PERFORMANCE CRITERIA   |
|--|--|
| 1. Minimise the impact of critical incidents | <ul style="list-style-type: none"><li>1.1 Respond to incidents confidently, effectively, appropriately and in accordance with agreed processes</li><li>1.2 Identify the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment</li><li>1.3 Identify and provide information on potential responses to the appropriate team members for action and support</li><li>1.4 Request assistance clearly and promptly</li><li>1.5 Use protective strategies according to instructions and procedures</li></ul>  |
| 2. Prevent escalation of violent behaviour   | <ul style="list-style-type: none"><li>2.1 The persons behaviour pattern is routinely monitored to ensure aggressive or abusive behaviour is minimised</li><li>2.2 A plan of care outlining ways to prevent, and respond to clients expressions of violence against self or others, is developed, communicated to relevant personnel, and implemented</li><li>2.3 Individual response to crisis situations promotes calm and reassurance</li><li>2.4 Procedures used to protect clients from endangering themselves or others, are consistent with legal, ethical and organisation requirements, and safety considerations</li><li>2.5 Appropriate judgements, in relation to physical restraint, based on the balance of risk and the safety of all, are enacted</li><li>2.6 First aid and other assistance is administered as necessary</li></ul> |
| 3. Secure the safety of clients              | <ul style="list-style-type: none"><li>3.1 Anticipate potential causes of conflict and harmful behaviour and make appropriate responses to prevent escalation</li></ul>   |

**ELEMENT**

**PERFORMANCE CRITERIA**

- 3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information
- 3.3 Provide information designed to promote positive decision making based on the relationship between actions and consequences
- 3.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner.
- 3.5 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved
- 3.6 Responses and emergency action give priority to the protection of individuals from severe harm.
- 3.7 Use of force for the maintenance of safety complies with procedures and is applied with minimum force to establish control

## RANGE STATEMENT

*Critical situations will include actions and events:*

- From others which jeopardise the safety and welfare of young people
- Which jeopardise the safety and welfare of the public
- Which jeopardise the safety and welfare of staff and colleagues
- Issues of child protection
- Criminal actions
- From themselves (including self-harm and suicidal behaviour)

*Responses to minimise risks may include:*

- Separation/isolation/searches
- Defusing strategies
- Counselling
- Specialists/experts
- Intervention or mediation
- Special intervention
- Cultural support specialists
- Referrals
- Negotiation
- Specialist response teams

*Incidents or conflict may include:*

- Potential or actual causes
- Young people expressing violence towards themselves or others
- Young people experiencing violence
- Intense anger or despair

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge and application of organisation policies and procedures for responding to critical situations
- Knowledge and relevance of statutory obligations and duty of care including child protection reporting
- Assessing risks to client safety and welfare and selecting approved and effective responses
- Using communication skills and techniques under pressure
- Using protective and first aid techniques and equipment
- Knowledge of organisation's delegations, accountability and reporting processes related to critical situations

*Essential knowledge:*

- Organisation's policies, guidelines and procedures related to monitoring the safety and welfare of young people and preventing and responding to incidents risk taking behaviour
- Team roles and responsibilities and reporting requirements
- Responsibilities of child protection reporting and duty of care
- Teamwork principles and strategies
- First aid techniques
- Principles of effective communication for counselling, risk assessment, negotiation, mediation and information management
- Organisation's reporting procedures and format
- Code of conduct

*Essential knowledge required includes:*

- Policies/Procedures
- Communication
- Emergency protocols

*Essential skills required include:* Communication

## EVIDENCE GUIDE

*Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge testing through questioning on performance and contingency scenarios
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients and specialist support agencies

*Context of assessment:*

- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills





## UNIT CHCYTH8B Manage service response to young people in crisis

### Unit Descriptor

Developing an agency approach to young people in crisis.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Implement a framework for preventing crisis situations | <ul style="list-style-type: none"><li>1.1 A framework which addresses prevention and response to critical situations is developed and reflects consideration of beliefs, rights and needs of the client and responsibilities of the organisation within a legislative and statutory context</li><li>1.2 Appropriate resources and mechanisms are established to assist workers deal with crisis situations</li><li>1.3 Details of the organisation's responsiveness to crisis situations is defined and articulated to relevant personnel</li><li>1.4 All information related to crisis situations is stored and maintained to maximise accessibility, accuracy, currency and legibility</li><li>1.5 Procedures are implemented to ensure clients have ready access to information which may assist in resolving crisis situations</li></ul>        |
| 2. Support staff in responding to a crisis                | <ul style="list-style-type: none"><li>2.1 Appropriate protocols are established for managing potential and actual crisis situations</li><li>2.2 Procedures for the management of crises are drafted, regularly updated and communicated to staff and other relevant personnel</li><li>2.3 Crisis management procedures which are developed are consistent with legal and organisational obligations and constraints</li><li>2.4 Resources are allocated for the prompt and effective response to crisis situations</li><li>2.5 Appropriate crisis response training and update briefings are provided to workers on a regular basis</li><li>2.6 Appropriate advice is formulated for the upgrade of organisational procedures including those related to occupational health and safety and other industrial and legislative requirements</li></ul> |

## ELEMENTS

## PERFORMANCE CRITERIA

- |                                |   |
|--------------------------------|---|
| 3. Follow up crisis situations | <ul style="list-style-type: none"><li>3.1 All required reporting is completed and is comprehensive, accurate and consistent with the organisation's policies and procedures</li><li>3.2 Debriefing procedures are defined and implemented routinely</li><li>3.3 Opportunity is provide for participation in review and evaluation of organisational responsiveness</li><li>3.4 Needs of all specific parties which arise from a crisis situation are identified and strategies developed to ensure they are addressed</li></ul> |
|--------------------------------|---|

## RANGE STATEMENT

Response to crisis situations will be immediate and ongoing

*Relevant legislation and policy will include:*

- Statutory care and protection guidelines
- Confidentiality
- Age of consent
- Families' rights and responsibilities
- Occupational health and safety
- Duty of care
- Professional code of conduct
- Non-discrimination
- Equal employment opportunities

*Crisis will relate to:*

- Those faced by the client group
- Potential or actual crises
- People at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency
- Response to physical, mental, emotional or sexual abuse
- Client's relationship with other agencies eg. legal system, welfare

*Organisation policies and procedures to maximise physical and emotional safety will relate to:*

- Anti discrimination guidelines
- Guidelines to deal with violent behaviour
- Rights of worker and service user
- Organisation rules eg. concerning drug and alcohol use, sexual behaviour, visitors
- Occupational health and safety
- Emergency/safety procedures
- Security of premises
- Debriefing procedures

## EVIDENCE GUIDE

|  |   |
|--|---|
| <i>Critical aspects of assessment:</i>     | <ul style="list-style-type: none"><li>• Crisis response structure or framework meets the requirements of particular workplace</li></ul>   |
| <i>Interdependent assessment of units:</i> | <ul style="list-style-type: none"><li>• Completion of this unit removed the requirement to complete CHCCS4A Manage the delivery of quality client service</li></ul>   |
| <i>Essential knowledge:</i>                | <ul style="list-style-type: none"><li>• Legal and organisational policies relating to safety within the work environment</li><li>• Relevant specialist support services and resources</li><li>• Possible factors which contribute to young people entering crisis situations</li><li>• Legislative and policy obligations</li><li>• Methods of crisis intervention including mediation and negotiation</li><li>• Characteristics of aggressive and abusive behaviour</li><li>• Methods of promoting less aggressive/abusive behaviour</li><li>• Other support agencies and the relevant specialist resources they offer</li><li>• Possible factors which contribute to young people entering crisis situations</li><li>• Possible repercussions of inappropriate intervention of worker behaviour</li></ul> |
| <i>Essential skills:</i>                   | <ul style="list-style-type: none"><li>• Counselling and professional debriefing techniques</li><li>• Conflict resolution/management</li><li>• Effective communication skills including mediation and negotiation</li><li>• People management including provision of feedback</li></ul>  |
| <i>Resource implications:</i>              | Access to a workplace or to an accurately simulated environment where assessment may take place   |
| <i>Consistency in performance:</i>         | Consistency in performance should consider the particular requirements for crisis management frameworks and structures in the workplace   |
| <i>Context of assessment:</i>              | This unit should be assessed in the workplace or through direct work practice   |

## UNIT CHCYTH9C

## Develop and implement procedures to enable young people to address their needs

### Unit Descriptor

This unit monitors and upgrades organisational approaches to young people with highly complex problems.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Develop support programs for young people                                | 1.1 The specific needs of the young person are assessed and matched to an existing program   |
|   | 1.2 Appropriate communication techniques are employed to engage the young person and to address specific needs   |
|   | 1.3 Relevant community organisations are consulted to identify support programs available which meet specific needs of clients   |
|   | 1.4 Appropriate work is undertaken to ensure a thorough knowledge of content, purpose and access protocols of existing programs  |
|   | 1.5 Relevant information is provided to client as appropriate  |
| 2. Ensure that young people with complex needs receive appropriate services | 2.1 Procedures are implemented to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed  |
|   | 2.2 Appropriate procedures are defined and put in place to minimise the effects of any aggressive or abusive behaviour of clients including identifying: <ul style="list-style-type: none"><li>– “At risk” behaviour patterns</li><li>– A range of alternative strategies</li><li>– Quick response actions</li><li>– Support behaviours</li><li>– Protocols of behaviour</li></ul> |
|   | 2.3 Appropriate approaches and language are employed to enable clients to express their ideas in a range of ways   |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 3. Liaise with other services and organisations             | <ul style="list-style-type: none"><li>3.1 Appropriate referral systems and procedures are designed and implemented to ensure special needs of clients can be addressed</li><li>3.2 Support facilities required to optimise access to specialist services by clients are identified and accessed</li><li>3.3 Provision of support and advocacy reflects organisational procedures, respects the young person's rights and is appropriate to cultural and other individual circumstances</li><li>3.4 Consultation is undertaken with relevant professionals and service providers to ensure breadth and comprehensiveness in client service delivery</li></ul>  |
| 4. Monitor and upgrade support provided by the organisation | <ul style="list-style-type: none"><li>4.1 Information and services provided to clients are reviewed on a regular basis to assess continuing relevance and effectiveness</li><li>4.2 Assessment, support and referral systems used within the agency are reviewed periodically</li><li>4.3 Appropriate debriefings are held with workers for the purpose of counselling, identifying training needs and evaluating client service delivery</li><li>4.4 Problems experienced by workers are identified, and appropriate adjustments to service delivery are assessed and negotiated with the relevant staff</li><li>4.5 Support and supervision is provided to other workers as required in accordance with organisational procedures</li><li>4.6 Regular debriefings are arranged with associated organisations and service providers and reports are produced and provided in accordance with organisational procedures</li></ul> |

## RANGE STATEMENT

*Support facilities will include:*

- Language/translations/interpreters
- Physical aids
- Transport
- Cultural advisers
- Change of venue/location
- Family/peer
- Specialists
- Case management team

*Types of support to be provided by worker to the young person/s may be:*

- Advice
- Provision of information
- A listening and affirmation role
- Short term or crisis counselling
- Mediation (family and other)
- Advocacy (legal and other)
- Practical assistance
- Referral to other agencies/services
- Availability
- Linking with others, groups, networks

*Information and referral advice may include:*

- Specialist agencies and organisations
- Special support groups
- Government and non-government services
- Individuals with specialist expertise
- Allowances, pensions and benefits
- Grants
- Private finance
- Equipment, physical aids

## RANGE STATEMENT

- Relevant legislation will include:*
- Statutory care and protection guidelines
  - Juvenile justice regulations
  - Confidentiality
  - Age of consent
  - Anti discrimination
  - Duty of care
  - Organisations policies and procedures
  - Professional code of conduct or ethics
  - Contractual obligations



## EVIDENCE GUIDE

|   |   |
|---|---|
| <i>Critical aspects of assessment must include:</i> | Development and implementation of procedures relating services offered by worker's organisation including support facilities, particular types of support and information and referral advice   |
| <i>Essential knowledge:</i>                         | <ul style="list-style-type: none"><li>• Legal and organisation policies relating to advocacy, monitoring and dealing with abuse</li><li>• Principles of empowerment in advocacy</li><li>• Methods of short term counselling strategies</li><li>• Different forms of abuse and their indicators</li><li>• A broad range of specialist and generic services and agencies</li><li>• Family support and mediation</li><li>• Organisations policies, guidelines, procedures</li><li>• The specific needs of identified target groups</li></ul> |
| <i>Essential skills:</i>                            | <ul style="list-style-type: none"><li>• Interpersonal communication with young people (specifically skills such as listening, observation, leading discussions, questioning, clarifying)</li><li>• Short term counselling, negotiation, mediation</li><li>• Case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation</li></ul>   |
| <i>Resource implications:</i>                       | Access to a workplace or to an accurately simulated environment where assessment may take place   |
| <i>Consistency in performance:</i>                  | Demonstration of competency relating to the development and implementation of procedures should include: <ul style="list-style-type: none"><li>• At least four types of support (support facilities and types of support) listed in the Range Statement</li><li>• At least three types of information and/or referral advice listed in the Range Statement</li></ul>  |
| <i>Context of assessment:</i>                       | This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions  |



## UNIT CHCYTH10A

## Work effectively with the families of young people

### Unit Descriptor

This unit describes the competencies required to cooperate in mutual agreement on the activities, outcomes and processes of family members for the purpose of achieving the goals designed to address concerns about young people and reducing risks.

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Establish relationship with family members                                   | <ul style="list-style-type: none"><li>1.1 Use a range of communication strategies to gather information about the background and circumstances of young people and their families</li><li>1.2 Information provided to young people and their families is factual, clear and designed to promote positive responses</li><li>1.3 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships</li><li>1.4 Maintain clear, ethical and honest relationships with young people and their families</li><li>1.5 Use interaction with family members to encourage personal reflection on relationships, expectations and personal responsibility</li><li>1.6 Identify obstacles to professional relationships with families, check personal values and issues with others and record concerns according to the code of conduct</li></ul> |
| 2. Exchange information with family members about young persons needs and risks | <ul style="list-style-type: none"><li>2.1 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques</li><li>2.2 Behaviour and mood of clients is monitored for signals and anticipated and appropriate responses are provided</li><li>2.3 Information provided to clients is clear, relevant and at a suitable language and comprehension level</li><li>2.4 Analyse your values for their impact on your attitudes and interactions and to detect and avoid personalising issues, discrimination and stereotyping</li></ul>  |

## ELEMENT

## PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 3. Determine a mutual approach to addressing the needs of young people | <ul style="list-style-type: none"><li>3.1 Check current commitments in time and resources for flexibility and capacity to meet client needs and expectations</li><li>3.2 Check the objectives, outcomes and processes of client responses for consistency with the organisation's policies and objectives and service outcomes</li><li>3.3 Negotiate goals and indicators of achievement</li><li>3.4 Plan a structured sequence of activities and timetable to achieve the objective of clients within the resources available</li><li>3.5 Consult team members for feedback on the planned program and indications of support</li><li>3.6 Identify resources needed for continuing work with clients and allocate according to priorities and availability</li></ul>   |
| 4. Respond to families' concerns about young persons                   | <ul style="list-style-type: none"><li>4.1 Use a range of communication strategies to develop trust and mutual agreements with family members about the terms and conditions of addressing their concerns</li><li>4.2 Identify and prioritise short and long terms implications of family concerns</li><li>4.3 Validate family concerns using a range of checking sources</li><li>4.4 Provide information to family members in a language and style which they will understand</li><li>4.5 Negotiate conditions and confirm agreement with families to encourage commitment, cooperation and mutual action</li><li>4.6 Check information about family members for indicators of concerns, patterns of behaviour, strengths and barriers and consider this information in the approach taken</li><li>4.7 Encourage members of the family to take responsibility for agreement on objectives, targets and outcomes</li><li>4.8 The location of client meetings promotes comfort, trust, privacy, energy and focus</li><li>4.9 Direct the strengths and energy of clients to maintain positive direction, cooperation, achievements</li></ul> |

## RANGE STATEMENT

*The context of performance will depend on the applicants' roles and responsibility, the organisation's intervention programs and case management system and the conditions required by:*

- Case management
- Programmed intervention
- Service conditions and priorities
- Justice conditions
- Need and risk assessment
- Reporting and referring to specialists
- Protective care
- Child protection and reporting
- High risk behaviour
- Routine and specific reports
- Review of case plan and conditions
- Monitoring behaviour and plans
- Specialist referrals

*Work with families will be in a range of settings including:*

- With families of the same cultural background and families of different cultural background
- In formal and informal settings
- With families in institutional or community based services

*Communication methods include:*

- Information prepared and provided by others;
- Information prepared by the applicant;
- Written and spoken information;
- Applying all the communication techniques listed in the Essential knowledge

*Issues which relate to the concerns about young people include:*

- Drug use
- Addiction
- Anger
- Violence
- Abuse
- Mental health
- Risk behaviour
- Domestic violence
- Sexual offences
- Emotional and social development

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Planning family intervention based support strategically to achieve service outcomes and priorities for young people
- Using client information for assessment of needs and issues
- Assessing client background and behaviour for potential for family intervention
- Encourage the expression of issues, concerns, problems and developments and the positive benefits of change
- Using a wide range of complex communication strategies with families
- Using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes

*Essential knowledge:*

- Principles of communication for specified outcomes, including:
  - Empathetic listening
  - Meaning and impact of body language
  - Effect of tone of voice
  - Use of reframing concepts
  - Eye contact
  - Interpreting hidden and complex messages
  - Use of paraphrasing
  - Giving feedback
  - Effects of open questions
  - Use of reflection, review and debriefing
  - Impact and meaning of your own body language
  - Use of role play and scenarios in group work
  - One-way and two-way communication
  - Facilitation of interaction and participation
- Principles of group dynamics and interaction including:
  - Effect of process
  - Differentials in power
  - Empathy/ identification

## EVIDENCE GUIDE

- Engineering engagement
  - Trust building
  - Challenging
- Principles of interviewing and counselling
- Understanding of your own values and attitudes and their impact on your work and relationships

### *Essential skills:*

- Counselling and professional debriefing techniques
- Conflict resolution/management
- Effective communication skills including mediation and negotiation
- People management including provision of feedback

### *Method of assessment:*

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge testing through questioning about observed performance or inferred from performance
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

### *Context of assessment:*

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

