Community Services Training Package (CHC99)

Community Services Common
National Competency Standards

Contents

Introduction

The common competencies are those units of competency which occur across all of the Community Services Training Package qualifications. The common competencies in the Community Services Training Package are comprised of the following areas:

Advocacy	AD
Administration	ADMIN
Assessor and workplace training	BSZ
Community development	CD
Case management	CM
Casework intervention	CWI
Communication	COM
Client service	CS
Information management	INF
Networking	NET
Organisational management	ORG
Policy and research	P&R
Working with groups	GROUP

This document is an integral component of all sets of Community Services National Competency Standards. It must be used in conjunction with the following documents:
- Assessment Guidelines
- Qualifications Framework
- Specialisation competency standards (e.g. Community Housing)

The qualifications in the Community Services Training Package include common, sector specialisation and optional competencies (see over for further details). Standards users should note that sector specialisation competencies and qualifications are separately published in the following documents:

- Aged Care Work National Competency Standards and Qualifications
- Alcohol and Other Drugs Work National Competency Standards and Qualifications
- Child Protection/Juvenile Justice/Statutory Supervision National Competency Standards and Qualifications
- Children's Services National Competency Standards and Qualifications
- Community Work National Competency Standards and Qualifications
- Community Housing Work National Competency Standards and Qualifications
- Disability Work National Competency Standards and Qualifications
- Mental Health Work (non clinical) National Competency Standards and Qualifications
- Youth Work National Competency Standards and Qualifications

The *Community Services Common National Competency Standards* are intended to be used in conjunction with relevant sector specialisation standards and qualifications documents. This document is an integral component of all sets of Community Services National Competency Standards. It must be used in conjunction with the following documents:
- Assessment Guidelines
- Qualifications Framework
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Packaging the Community Services Competency Standards

Packaging links individual units of competency into groups. These groups relate to specific job roles and provide information to trainees, employers, trainers and assessors about the combination of competencies required for the workplace.

The Standards Framework provides flexibility to enable organisations and enterprises to meet specific needs, by selecting from elective units (common, specialisation and optional units) to make up a "package", within industry guidelines.

Common competencies

Common units of competency are those which exist across all or some sectors in community services. Some important points in relation to common competencies are:
- groups developing standards may choose to include some of the units as compulsory for that sector
- similar competencies across all areas of work in community services have been identified and common units developed and indicatively aligned to the AQF
- common competencies are either compulsory or elective and are indicatively aligned to an AQF level
- there are some common competencies that are compulsory across all sectors covered by the Community Services Training Package eg occupational health and safety
- other common units will be compulsory or elective depending on the packaging "rules" for each set of standards (determined by the sector)

Areas of Specialisation

Specialisation units are focused on specialist functions and/or client services. Client services may include units focused on the type of client; the mode of practice; or issues addressed.

- specialisation units are those which are fundamentally different from other areas of work in Community Services and not covered in the common units
- specialisation units are packaged with common units and the alignment reflects the Australian Qualification Framework level of the chosen common compulsory units. Packaging and alignment to the Australian Qualifications Framework is determined by industry
- specialisation units are identified as compulsory or elective by the industry sector. The compulsory units ensure consistency in service delivery within the designated area while the electives enable flexibility to meet different organisational needs
- packaging of specialisation units (including the number of units in the package) will be determined by the sector eg. disability or functional area eg. community work specialisation units may also become optional units at another AQF level in a package
- standards developers will need to show "just cause" for new the addition of units (over and above existing units)

Specialisation compulsory units	Specialisation elective units
Examples of specialisation compulsory units at a range of AQF levels include: • Orientation to the alcohol and other drugs work sector (CHCAOD2A) • Orientation to aged care work (CHCAC3A) • Orientation to work in the mental health sector (CHCMH1A)	Examples of specialisation elective units include: • Provide alcohol and/or other drug withdrawal services (CHCAOD9A) Alcohol and Other Drugs Work • Act as a witness (CHCPROT1A) Child Protection/Juvenile Justice/Statutory Supervision • Manage youth programs (CHCYTH5A) Youth Work

Optional competencies
To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional. This flexibility also ensures that Community Services qualifications will become a central pathway for New Apprenticeships. The qualification structures identified in the package provide the basis for defining the content of such arrangements by establishing the competencies which need to be achieved.

The guidelines for including optional units of competency are determined by the sector and included in the packaging information for each qualification.

Optional units will generally include the following, however specific requirements are indicated in each qualification:

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards from this or other industries
- enterprise specific units*

Enterprise units note:
Where enterprise units are included as options within the qualification, these will need to be submitted to Community Services and Health Training Australia for referral the National Training Framework Committee for endorsement.

Competency codes explained
The National Training Information System (NTIS) is administered by the Australian National Training Authority and provides for a uniform competency coding system across industries. NTIS codes will indicate the Training Package, the unit of competency and the version of the unit of competency. The example below shows the code for the unit of competency "Participate in networks" and the table demonstrates the component parts of the code.

CHCNET1A Participate in networks

Community Services Training Package identifier	Unit of Competency identifier	Version identifier
CHC	NET1	A

How were the Community Services Common Competencies developed?

At the time of the introduction of the Training Package, competency standards had been completed in the areas of:
- Youth
- Child Protection/Juvenile Justice/Statutory Supervision
- Aged Care
- Disability
- Community Work and
- Child Care

Standards were in development in the areas of Ancillary/Support Work, Mental Health Work (non clinical) and Alcohol and Other Drugs Work. Some of these standards were at final draft status.

The approach taken was to analyse all of these standards to see whether areas of commonality could be determined, and if so, to clearly identify the content of such common areas. The level of consultation involved in the development of all of these sector standards had provided a sound basis for assuming that the original content was accurate. The analysis therefore did not challenge the integrity of the original content.

Community Services and Health Training Australia did not start with a clean slate and assumptions that there must be commonality across the industry. Existing competency standards were analysed to see whether common competencies would emerge. This information was combined with changes to the requirements for competency standards such as the Front Line Management and Occupational Health and Safety competencies.

Customisation and Flexibility

The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:
- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:
- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:
- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

Contextualisation of units
The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides eg. to refer to particular legislation or work practices under which it conducts its business. These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

Applying the packaging rules
The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:
- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

Customisation of units

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Government's New Apprenticeships system where qualifications will be funded according to minimum requirements.

Customisation and flexibility for enterprises

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)

New National Competency Standards and Qualifications

The Community Services Training Package has coverage of major sectors in the community services industry and will be used as the basis for all national training in those sectors. As the Community Services Training Package is implemented, changes in the industry and related industries will necessitate corresponding changes in training needs. Continous improvement of the Community Services Training Package will allow for review of existing components and for the development of new competency standards and/or qualifications.

Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

To gain national endorsement, any proposed competency standards, package of standards or qualifications must be submitted to Community Services and Health Training Australia for endorsement by the National Training Framework Committee. Submissions should include rationale for inclusion of proposed standards in the Community Services Training Package and demonstrate that:

- equivalent standards do not exist in any endorsed Training Package; and
- existing standards can not be customised to meet industry requirements (see previous for guidelines on customisation)

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee

Community Services Common Competencies
Table of Units and Elements

Code	Title	Elements
CHCAD1A	Advocate for Clients	1. Assist clients to identify their rights and represent their own needs 2. Advocate on behalf of clients on request 3. Advocate for clients
CHCAD2A	Support the interests, rights and needs of clients within duty of care requirements	1. Provide support to client for the realisation of their interests, rights and needs within job roles and responsibilities 2. Support and safeguard the interests and rights of clients
CHCADMIN1A	Undertake basic administrative duties	1. Organisational reporting procedures are followed 2. Use workplace equipment
CHCADMIN2A	Provide administrative support	1. Use and maintain equipment and machines 2. Meet administrative requirements
CHCADMIN3A	Undertake administrative work	1. Maintain accounts 2. Participate in budgeting processes 3. Operate equipment 4. Maintain equipment 5. Monitor equipment use and needs
CHCADMIN4A	Manage the Organisation's Finances, Accounts and Resources	1. Implement budget processes 2. Establish and implement systems for financial management and reporting 3. Manage the use of funds 4. Develop and recommend funding options 5. Development and implement resourcing proposals to meet operational needs 6. Monitor resource usage and performance 7. Manage property, equipment and stores
CHCCD1A	Support community participation	1. Work with the community and individuals to promote participation 2. Support existing community activities
CHCCD2A	Provide community education programs	1. Develop the education program 2. Deliver the education program 3. Review the education program
CHCCD3A	Meet information needs of the community	1. Identify Information requirements 2. Address Information requirements
CHCCD4A	Develop and Implement Community Programs	1. Develop program parameters 2. Design programs with the community 3. Implement programs 4. Evaluate programs
CHCCD5A	Develop community resources	1. Assess community resource requirements 2. Develop and acquire resources 3. Facilitate community access to resources
CHCCD6A	Establish and Develop Community Organisations	1. Establish the need, purpose and philosophy for the organisation 2. Review and develop organisational structures 3. Meet legal requirements to establish or develop the organisation 4. Market and promote the organisation changes

Code	Title	elements
CHCCD7A	Support community resources	1. Develop an information base 2. Establish relationship with key people 3. Apply strategies for linking people 4. Maintain community facilities and resources
CHCCD8A	Support community action	1. Respond to community needs 2. Support identified community needs 3. Evaluate effectiveness of community action
CHCCD9A	Support community leadership	1. Develop and maintain support mechanisms 2. Promote community leadership 3. Develop leadership skills
CHCCD10A	Provide leadership	1. Develop effective leadership role 2. Provide direction 3. Promote community work and maintain quality performance
CHCCD11A	Provide advocacy and representation	1. Establish the representative role and process 2. Participate in decision making forums 3. Negotiate outcomes and liaise with key people 4. Evaluate effectiveness of strategies
CHCCD12A	Undertake work in the community services industry	1. Operate within a community development framework 2. Meet duty of care and legal responsibilities 3. Provide a non discriminatory service 4. Work to address individual issues
CHCCD13A	Work within specific communities	1. Define the issues of specific communities or groups 2. Undertake relevant work in the context of specific communities or groups 3. Evaluate work undertaken within specific communities
CHCCD14A	Implement a community development strategy	1. Work with individuals to identify issues 2. Work with individuals and groups to establish cooperative processes 3. Support group processes
CHCCD15A	Develop and implement a community development strategy	4. Establish and build group processes 5. Facilitate and maintain public processes 6. Implement organisational structures
CHCCD16A	Undertake systems advocacy	1. Obtain analyse and document information relevant to the needs of people 2. Work with stakeholders to develop strategies to address identified needs 3. Advocate for and facilitate the implementation of strategies developed to address specific needs
CHCCM1A	Undertake case management	1. Provide for client needs and monitor progress on a regular basis 2. Promote client's development
CHCCM2A	Establish and monitor a case plan	1. Develop a case management plan 2. Define plan implementation procedures 3. Establish review and evaluation systems
CHCCM3A	Develop, facilitate and monitor all aspects of case management	1. Conduct case management meetings 2. Develop an appropriate approach to case management 3. Develop an appropriate case management plan 4. Manage case work activities and processes

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Code	Title	Elements
CHCCM4A	Promote high quality case management practice	1. Provide a lead in case management practice 2. Provide Practice Advice on complex cases
CHCCM5A	Develop practice standards	1. Promote practice standards 2. Provide case work consultancy to promote best practice
CHCCOM1A	communicate with people accessing the services of the organisation	1. Communicate with clients of the organisation appropriately 2. Present a positive image of the service to the public
CHCCOM2A	Communicate appropriately with clients and colleagues	1. Exercise effective communication and techniques 2. Follow routine instructions 3. Complete reports as required
CHCCOM3A	Utilise specialist communication skills	1. Meet specific communication needs of clients and colleagues 2. Conduct effective interviews with clients or staff 3. Contribute to the development of effective communication strategies 4. Represent the organisation to a range of groups 5. Facilitate group discussions
CHCCOM4A	Develop, implement and promote effective communication techniques	1. Contribute to the development of effective communication strategies 2. Represent the organisation to a range of groups 3. Facilitate group discussions 4. Produce quality written materials 5. Conduct Interviews
CHCCS0A	Deliver service to clients	1. Identify responsibilities within client service plan 2. Deliver client service 3. Respond to changes in client need
CHCCS1A	Deliver and monitor service to clients	1. Identify client needs 2. Deliver client service 3. Review client service
CHCCS2A	Deliver and develop client service	1. Target client services 2. Deliver client service 3. Develop and promote client services
CHCCS3A	Coordinate the provision of services and programs	1. Analyse client needs 2. Provide and review client service 3. Plan and develop client service
CHCCS4A	Manage the delivery of quality client service	1. Coordinate services provided to clients 2. Plan client service delivery 3. Review client services
CHCCS5A	Identify and address specific client needs	1. Establish a Rapport with Clients 2. Extract and Analyse Information of Client Needs 3. Match Services to Client Needs
CHCCS6A	Assess and deliver services to clients with complex needs	1. Assess and analyse client needs to ensure they can be met 2. Identify and provide for the delivery of services to meet client needs 3. Evaluate client service delivery

Code	Title	Elements
CHCCM4A	Promote high quality case management practice	1. Provide a lead in case management practice 2. Provide practice advice on complex cases
CHCCWI 1A	Operate under a case work framework	1. Establish an appropriate working relationship with clients 2. Uphold the rights and responsibilities of clients
CHCCWI 2A	Implement a case work strategy	1. Establish an appropriate relationship with clients 2. Promote Preventive Strategies 3. Provide a specialist service to clients
CHCCWI 3A	Work with clients intensively	1. Provide high quality case work 2. Enlist specialist services 3. Establish transition processes
CHCGROUP1A	Support the activities of existing groups	1. Respond to requests for support from existing groups 2. Provide resources
CHCGROUP2A	Support group activities	1. Identify the purpose of the group 2. Establish relationship with the group 3. Organise resources for group activities
CHCGROUP3A	Plan and conduct group activities	1. Address resourcing issues for group activities 2. Coordinate a group planning process 3. Manage group processes including responding to conflict 4. Evaluate group activities
CHCINF1A	Process and provide information	1. Process and prepare information 2. Store and maintain information 3. Provide information to promote access to services
CHCINF2A	Maintain organisation's information systems	1. Maintain accurate records 2. Handle organisational correspondence 3. Provide information as required
CHCINF3A	Coordinate information systems	1. Gather and record information 2. Prepare and present reports 3. Supervise processes for collection, use, storage and dissemination of information
CHCINF4A	Manage the organisation's information systems	1. Identify and address information requirements 2. Supervise day to day processes for collection, use, storage and dissemination of information 3. Establish and manage systems to record, store, process and distribute information 4. Support and supervise the development of information and educational resources
CHCINF5A	Meet statutory and organisational information requirements	1. Identify information requirements 2. Review options for systems to obtain information 3. Establish and manage systems to record and store information 4. Support and supervise the development of information and educational resources 5. Provide staff training

Code	Title	Elements
CHCINF6A	Manage information strategically	1. Develop and implement strategies for collection, verification and use of information to a achieve organisational objectives 2. Facilitate strategies for inter agency information sharing and use 3. Monitor and upgrade organisation's strategic management of information
CHCNET1A	Participate in networks	1. Identify and select appropriate networks 2. Make effective use of relevant networks
CHCNET2A	Maintain effective networks	1. Develop cooperative working relationships and strategic alliances with other organisations 2. Represent the organisation 3. Maintain networks
CHCNET3A	Develop new networks	1. Develop and maintain appropriate networks 2. Reflect social and cultural awareness in developing and maintaining networks
CHCORG1A	Follow the organisation's policies, procedures and programs	1. Follow organisational guidelines 2. Work ethically
CHCORG2A	Work with others	1. Plan own workload with supervisor 2. Communicate with others about work matters 3. Work cooperatively with others
CHCORG3A	Participate in the work environment	1. Contribute to the effective operation of the workgroup 2. Review and develop own work performance 3. Work cooperatively with others 4. Contribute to the development of policies, practices and structures of an organisation
CHCORG4A	Follow the organisation's occupational health and safety policies	1. Follow workplace procedures for hazard identification and risk control 2. Contribute to the management of occupational health and safety 3. Utilise and implement strategies as directed to prevent infection in the workplace 4. Utilise strategies to prevent stress overload 5. Work in a safe manner
CHCORG5A	Maintain an effective work environment	1. Work to achieve identified outcomes 2. Establish and maintain appropriate work relationships 3. Facilitate operation of the workgroup 4. Review and develop own performance
CHCORG6A	Coordinate the work environment	1. Contribute to and promote effective work practices 2. Promote effective workplace relations 3. Facilitate work group activities 4. Develop and implement staffing processes as required 5. Advocate for workplace health and safety and fair employment practices
CHCORG7A	Manage workplace issues	1. Manage staff planning and recruitment 2. Manage work allocation 3. Evaluate workgroup effectiveness 4. Implement disciplinary and grievance procedures

Code	Title	Elements
CHCORG8A	Establish and manage new programs or services	1. Complete strategic planning activities 2. Manage implementation of new program or service 3. Establish and manage organisational and operational arrangements 4. Undertake appropriate evaluation and reporting
CHCORG9A	Manage projects and strategies	1. Consider the need and scope for the project/strategy 2. Prepare a project plan 3. Identify and acquire resources to make implementation of project plan possible 4. Promote and advertise project/strategy 5. Manage implementation of project/strategy 6. Evaluate and report on project/strategy
CHCORG10A	Manage organisational change	1. Ensure practices of the organisation are appropriate 2. Respond to change in the community 3. Initiate and implement organisational change within a planning framework
CHCORG11A	Lead and develop others	1. Provide leadership, direction and guidance to the organisation 2. Maximise own performance outcomes 3. Manage effective work relationships 4. Manage and improve the performance of individuals 5. Support, participate and review group development 6. Support and develop managers
CHCORG12A	Review organisational effectiveness	1. Respond to the External Environment 2. Implement Continuous Improvement 3. Refocus the organisation/service
CHCORG13A	Manage organisational strategic and business planning	1. Formulate a strategic and business plan 2. Apply the strategic and business plan
CHCORG14A	Manage a service organisation	1. Coordinate organisational planning 2. Design and implement the structures and process of the organisation 3. Implement evaluation processes 4. Enable organisation to meet legal requirements 5. Establish the profile of the organisation and market its services 6. Give direction for the effective management of the organisation 7. Manage changes in the organisation
CHCORG15A	Promote the Organisation	1. Design and implement a promotional strategy 2. Monitor, evaluate and review the promotion strategy
CHCORG16A	Manage training	1. Maintain training records 2. Report and advise on training 3. Manage training expenditure and resources 4. Maintain training activities within organisational and legal requirements

Code	Title	Elements
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	1. Provide information to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs 2. Implement and monitor participative arrangements for the management of occupational health and safety 3. Implement and monitor the organisation's procedures for identifying hazards and assessing and controlling risks 4. Implement the organisation's procedures for dealing with hazardous events 5. Implement and monitor the organisation's procedures for providing occupational health and safety training 6. Implement and monitor the organisation's procedure for maintaining occupational health and safety records
CHCORG18A	Establish, maintain and evaluate the organisations occupational health and safety system	1. Establish and maintain the framework for the occupational health and safety system in the area of responsibility 2. Establish and maintain participation arrangements for the management of occupational health and safety 3. Establish and maintain procedures for identifying hazards 4. Establish and maintain procedures for assessing risks 5. Establish and maintain procedures for controlling risks 6. Establish and maintain organisational procedures for dealing with hazardous events 7. Establish and maintain an occupational health and safety training program 8. Establish and maintain a system for occupational health and safety records 9. Evaluate the organisation's occupational health and safety system and related policies, procedures and programs
CHCORG19A	Develop and maintain the quality of service outcomes	1. Evaluate outcomes for clients accessing the service 2. Plan and implement changes/strategies to improve outcomes 3. Ensure client service standards and codes of practice are followed 4. Manage quality assurance processes
CHCORG20A	Promote and represent the service	1. Promote community awareness of the clients, their needs and their importance 2. Promote the service to increase its profile in the community 3. Represent the service 4. Respond to negative publicity and perceptions, as required
CHCORG21A	Act as a resource to other services	1. Identify needs/issues in consultation with the service 2. Provide information and advice 3. Develop and implement models and strategies, in consultation with the service
CHCP&R1A	Participate in policy development	1. Assist in the policy development of the organisation 2. Contribute to collection of data for research purposes
CHCP&R2A	Contribute to policy development	1. Review existing policies 2. Contribute to research for policy advice 3. Provide briefing materials on policy issues 4. Promote informed policy debate
CHCP&R3A	Undertake research activities	1. Prepare a research plan 2. Implement appropriate research strategies 3. Organise and analyse information 4. Report the findings of the research

Code	Title	Elements
CHCP&R4A	Develop and implement policy	1. Research and consult with others to develop policies 2. Test draft policies 3. Develop policy materials 4. Implement and review policies
CHCP&R5A	Manage research activities	1. Initiate research efforts 2. Identify and acquire resources 3. Supervise research being undertaken 4. Interpret and act on analysis of research
CHCP&R6A	Coordinate policy development	1. Coordinate policy development 2. Monitor organisation policies 3. Provide policy advice
CHCP&R7A	Manage policy development	1. Identify future directions in organisational services 2. Manage policy development 3. Advocate for appropriate policy development
BSZ401A	Plan assessment	1. Establish evidence required for a specific context 2. Establish suitable assessment method/s 3. Develop assessment tools appropriate to a specific assessment context 4. Trial assessment procedure
BSZ402A	Conduct assessment	1. Identify and explain the context of assessment 2. Plan evidence gathering opportunities 3. Organise assessment 4. Gather evidence 5. Make the assessment decision 6. Record assessment results 7. Provide feedback to persons being assessed 8. Report on the conduct of the assessment
BSZ403A	Review assessment	1. Review the assessment procedure/s 2. Check consistency of assessment decision 3. Report review findings
BSZ404A	Train small groups	1. Prepare for training 2. Deliver training 3. Provide opportunities for practice 4. Review training
BSZ405A	Plan and promote a training program	1. Identify the competency needs 2. Document training program requirements 3. Identify program resources 4. Promote training
BSZ406A	Plan a series of training sessions	1. Identify training requirements 2. Develop outlines of training sessions 3. Develop training materials 4. Develop training sessions 5. Arrange resources
BSZ407A	Deliver Training Sessions	1. Prepare training participants 2. Present training session 3. Facilitate individual and group learning 4. Provide opportunities for practice and feedback 5. Review delivery of training session
BSZ408A	Review training	1. Record training data 2. Evaluate training 3. Report on training

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CHCAD1A Advocate for clients

Supporting clients to voice their opinions or needs and to ensure their rights are upheld.

Elements	Performance criteria
1. Assist clients to identify their rights and represent their own needs	• client is assisted to identify their own needs and rights and to determine if their rights are being infringed or are not being met • an assessment is undertaken with the client, significant others and colleagues to identify client's ability to advocate for self • the client is provided with information about available options for meeting their needs and assisted to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate • information about client rights and responsibilities provided to clients is researched, relevant and timely
2. Advocate on behalf of clients on request	• relevant strategies for addressing client needs are initiated, negotiated and implemented • on request from the client, the most appropriate individuals or organisations are identified and contacted and the client's point of view is represented clearly to optimise outcomes for the client • information is kept in confidence unless authorisation is given to release it • progress and outcomes are discussed with the client and further action taken as necessary

3. Advocate for clients	• where assessment indicates the client requires advocacy support:
	  ◊ issues are raised with the most appropriate person/people in a way that upholds the rights and supports the reasonable expectations of the client
	  ◊ strategies for addressing client needs are initiated and implemented in consultation with appropriate personnel
	  ◊ potential conflict of interest is identified and redressed

Range of variables

Rights and needs include:
• freedom of choice
• access to services
• personal safety and security

Advocacy on behalf of the client may be to:
• other workers
• management
• other agencies/organisations
• family/friends/community
• employers
• other health services/professionals
• police
• legal organisations/persons
• government departments
• schools

Advocacy may include:
- meeting client needs in the context of organisational requirements
- awareness of potential conflict between client needs and organisational requirements

Review of strategies may be informal or formal and may include:
- discussions with key people in the community
- discussions with friends/family of the client
- discussions with colleagues

Formal strategies may include:
- public meetings
- interviews
- questionnaires
- court appearances

Evidence Guide

Critical aspects of assessment:
- worker demonstrates a non judgemental approach in their work
- worker actively upholds, supports and promotes the right of clients in the workplace

Underpinning knowledge:
- organisations and services relevant to the nature of client service
- referral options and resources available to community
- organisational policies and procedures
- relevant legal and other rights/limitations
- social justice principles

Underpinning skills:
- mediation
- negotiation
- representation
- a client centred approach
- dealing with cross cultural issues

Resource implication:
- access to appropriate workplace where assessment can take place, 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 the normal range of workplace activities

Context of assessment:
- this unit is most appropriately assessed in the workplace under the normal range of workplace conditions

CHCAD2A Support the interests, rights and needs of clients within duty of care requirements

Elements	Performance criteria
1. Provide support to client for the realisation of their interests, rights and needs within job roles and responsibilities	• client is supported and encouraged in exercising their rights and personal preferences without compromising their safety and that of others • interests, rights and needs of the client are made known to one's supervisor, other health workers and the service appropriately • situations of risk or potential risk are identified and referred appropriately
2. Support and safeguard the interests and rights of clients	• decisions and actions taken are within the job descriptions • knowledge and skill required for daily activities of work are properly maintained • work practices are applied to minimise potential for harm • care is taken to behave in a reasonable and careful manner at all times

Range of Variables

Appropriate representation may include:
• meeting client needs in the context of organisational requirements
• awareness of potential conflict between client needs and organisational requirements

Interests may include:
• possessions
• bank accounts
• accommodation
• facilities
• services available and desired
• recreational pursuits

Rights include principles expressed in:
• charters of rights
• outcomes standards documents
• general human rights and freedom from discrimination

Interests, rights and needs of the client may be made known by:
• verbal representation
• written representation

Social rights of the client may include:
• freedom of association
• friendship

Rights may be detailed in:
• in mission statements and philosophies of service provider organisations

Organisational rights may include:
• the right of participation or non participation to the degree desired
• the right to receive quality service
• the right to refuse services

The needs of the client may include:
- physical and emotional security
- support and care
- economic support
- household assistance and maintenance

Worker's responsibilities may include working within:
- care/case plan
- job description and job role
- training received
- relevant legislation such as Poisons Act, State Nursing Acts, Podiatrists Acts, etc

Factors affecting client exercising rights may include:
- person's culture
- another language
- gender relationships
- different emphasis on time and work
- different views of personal space and touch
- different beliefs on the community and family
- individual religious beliefs

Legal rights of the client may include:
- rights of common law
- rights outlined under relevant outcomes standards
- rights under the constitution
- rights under legislation

Evidence Guide

Critical aspects of assessment:
- understanding of duty of care requirements
- work is performed within duty of care requirements
- upholds and supports the rights and interests of client groups in the workplace, except where contradicted by the clients' functioning and mental state

Interdependent assessment of units:
- this unit can be assessed with units on communication if these are part of the package

Underpinning knowledge and skills may include:
- common health problems and their effects
- statements of rights, eg. UN Charter, relevant outcomes standards documents
- common risks to client safety
- organisational guidelines
- rights and responsibilities of client
- awareness of discriminatory actions
- oral communication competence in order to represent the interests, rights and needs of the client to supervisor. Language used may be English or community language depending on the organisation
- written communication may be required if organisational policies and procedures require client needs to be represented in written form

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 a workplace environment. Workplace evidence can include testimonials from colleagues or clients
- assessment may be conducted on one or more occasions but must include the normal range of workplace situations

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

CHCADMIN1A Undertake basic administrative duties

Elements	Performance criteria
1. Organisational reporting procedures are followed	• information is reported in accordance with organisational requirements • details are reported clearly, and accurately • reports are distributed according to organisation's policy and procedures • records are kept secured according to organisation's policy and procedures • materials and supplies are replenished according to organisation's policy and procedures
2. Use workplace equipment	• equipment relevant to the work role is used according to instructions and guidelines • assistance and guidance from other staff is sought and obtained as appropriate • malfunctions are reported to the appropriate person

Range of variables

Reporting procedures may include those for:
• written records
• supplies

Reports may be:
• verbal or written
• in English or community language as required by the organisation/service

Records may include those relating to:
• administrative tasks
• staff eg. job sheets, time sheets, rosters
• users of the service eg. referral sheets, meal charts
• nursing reports
• specialised charts eg. bowel charts
• other services

Workplace equipment may include:
• photocopiers
• telephones
• answering machines
• computers
• fax machines
• E mail
• two way radios
• vacuum cleaners
• microwave ovens

Evidence Guide

Critical aspects of assessment
• relevant policies, guidelines and procedures of the organisation relating to administrative duties are followed
• completion of documentation, if required by organisation/service

Underpinning knowledge:
- organisational policies and procedures for recording information and keeping records
- organisational policies and procedures for maintaining supplies

Underpinning skills:
- use of workplace equipment appropriate to job role
- 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 may be English or a community language

Resource implications:
- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials, portfolios or completed workplace records/documentation
- assessment may be conducted on one occasion but must include the normal range of workplace situations

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

CHCADMIN2A Provide administrative support

Providing administrative support to a small or medium sized organisation/service area.

Element	Performance criteria
1. Use and maintain equipment and machines	• equipment appropriate to the task is selected and used according to organisational procedures and manufacturer's instructions • issues/problems arising from operation of equipment are dealt with in accordance with organisational procedures • training to use particular systems and equipment is undertaken as needed • appropriate action is taken to ensure the physical security of property and assets • storage and disposal of equipment and materials is done according to organisational procedures • equipment is maintained according to manufacturer's specifications • all relevant documentation and records are maintained accurately • documentation and records are kept according to organisational procedures • supplies and stores are monitored • additional supplies and stores are ordered according to organisational procedures
2. Meet administrative requirements	• maintain accurate administrative records as required by the organisation • reports are prepared as required, and to the standard required by the organisation • documentation and reports are made available to relevant personnel as required • use of finance resources are according to organisational guidelines • records are stored in a secure place • security, privacy and confidentiality policies of the organisation are maintained

Range of variables

Equipment may includes:
• office equipment
• vehicles
• maintenance equipment
• appliances
• machinery

Relevant documentation and records may include:
• sign on/sign off sheets
• purpose designed report forms

Administrative records may include:
- 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

Reports may be:
- notes
- memos
- letters
- records
- chart reports

Evidence Guide

This unit is based on the 1996 Second Edition cross industry Clerical and Administration competency standards units, COM201 and COM202

Critical aspects of assessment
- competency should be demonstrated over the full range of equipment that the worker would be expected to use
- relevant policies, guidelines and procedures of the organisation relating to administrative duties are followed
- completion of documentation as required by the organisation/service

Underpinning knowledge:
- organisation reporting procedures
- manufacturers guidelines for particular equipment
- organisational equipment, ordering and recording systems
- organisational occupational health and safety policies
- organisational financial policies and procedures
.
Underpinning skills:
- communication with team members and management
- language competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Oral communication skills range from listening to instructions or short presentations on workplace equipment, asking questions to clarify points or issues, to providing information to others. Language used may be English or a community language
- 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 client report. Reading skills may range from understanding safety signs to reading instructions on how to use equipment
- numeracy competence required to fulfil the procedures of the organisation/service, and according to support available. Numeracy tasks may range from the need to count supplies to recording information on an organisational form

Note: *support may be provided from within the organisation eg. supervisor or outside the organisation eg. consultant*

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. Workplace evidence can include testimonials, portfolios or copies of completed workplace records/documentation
- assessment may be conducted on one occasion but must include the normal range of workplace situations

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

CHCADMIN3A Undertake administrative work

Undertaking a range of administrative functions in the workplace.

Element	Performance criteria
1. Maintain accounts	• accounts are prepared and presented in accordance with organisational procedures and timeframes, as required • purchasing procedures are implemented in accordance with organisational procedures • receipts to account for any expenditure are provided • expenditure and income is routinely monitored against budgets where applicable • accurate records are maintained and provided to relevant people as required • any discrepancies in account records are reported in accordance with organisational procedures
2. Participate in budgeting processes	• where required, information and advice is assembled and provided, to facilitate budget and resource planning • all required record keeping is accurate and up to date to maintain the integrity of budget and resource planning procedures • any suggested variations to the budget are developed and provided to relevant people
3. Operate equipment	• equipment appropriate to the task is selected and utilised according to organisational procedures and manufacturer's guidelines • equipment faults are dealt with in accordance with organisational procedures • training to use equipment is sought and undertaken as necessary
4. Maintain equipment	• manufacturer's guidelines and supplier's instructions are followed when maintaining equipment • necessary maintenance action is identified and appropriate action is taken • security and safety implications of equipment faults are identified, reported and addressed • repairs are only undertaken within authorised procedures
5. Monitor equipment use and needs	• record maintenance and storage is up to date and accurate and enables ready access by appropriate personnel • information on equipment needs is used for resource planning • the use of stores and equipment is monitored, and where appropriate, arrangements are made for replacement • purchases made, reflect consideration of economical and effective choices of equipment and suppliers • purchasing and replacement procedures are consistent with relevant budgetary and organisational guidelines • all records are maintained as appropriate

Range of variables

Equipment may includes:
- office equipment
- vehicles
- maintenance equipment
- domestic appliances
- machinery
- computers

Accounting records and requirements may include:
- account for payments
- petty cash payments
- purchases

Suppliers may be:
- internal government
- private commercial
- donors

Evidence Guide

This unit is based on the 1996 Second Edition cross industry Clerical and Administration competency standards units, COM201 and COM202

Critical aspects of assessment:
- competency should be demonstrated over the full range of equipment that the worker would be expected to use in the workplace

Underpinning knowledge:
- organisation reporting procedures
- manufacturers guidelines for particular equipment
- organisation equipment ordering and recording systems
- organisational occupational health and safety policies

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 occasion but should include the normal range of workplace situations

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

CHCADMIN4A Manage the organisation's finances, accounts and resources

Managing the financial, accounting and resourcing systems of the workplace to uphold accountability and efficiency requirements.

Element	Performance criteria
1. Implement budget processes	• the budgets are prepared in light of desired program performance outcomes and forward planning priorities • the budget planning process is participatory and formats are clear and standardised • the budget is submitted for approval on time and in an appropriate format • requirements and contracts with funding bodies are developed and prepared in accordance with organisational procedures • the approved budget is communicated to other staff
2. Establish and implement systems for financial management and reporting	• legal and organisational requirements in relation to financial management and reporting are adhered to • appropriate financial reports are prepared as required by the organisation and/or funding body • book keeping, accounting systems and asset management are developed and implemented to ensure that accurate and comprehensive records of income and expenditure are appropriately maintained • regular reconciliation against operational budgets is undertaken and any deviations acted upon as appropriate
3. Manage the use of funds	• actual income and expenditure is checked against budgets at regular, identified intervals • expenditure is within agreed limits, does not compromise future spending requirements and conforms to the organisation's policy and procedures • where there are actual or potential deviations from budget the appropriate people are notified and proposals for corrective action are developed, and implemented • where appropriate, funds are invested in accordance with organisational procedures • guidelines are followed for the management of unspent funds
4. Develop and recommend funding options	• research and feasibility studies to acquire funding and resources are undertaken and the results reported to appropriate personnel • where appropriate, funding submissions are prepared in accordance with relevant guidelines, liaison is maintained with funding body to monitor progress of the submission, undertake negotiations and make revisions as necessary • contingency plans are developed to accommodate possible shortfalls in funding and resourcing

5. Develop and implement resourcing proposals to meet operational needs	• resource proposals are developed, taking account of client and stakeholder needs, organisational objectives and operational plans • recommendations to vary operational plans to fit resource availability are negotiated with relevant personnel • plans are developed to maximise value gained from the organisation's resources • strategies are developed and implemented to ensure the organisations resource needs are met within the constraints of budget allocations, existing resources, contingencies, and available resource providers
6. Monitor resource usage and performance	• resource usage is monitored against organisational targets, and any deviations investigated and rectified in accordance with organisational procedures • support and training as appropriate is provided to individuals and teams who have difficulties in using resources to the required standard • systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with organisational requirements • budget and financial information is analysed and interpreted to monitor productivity and performance
7. Manage property, equipment and stores	• organisational procedures are followed when assessing suitability and safety of buildings and equipment • the organisation's asset register is maintained as required • upgrade plans for building and equipment maintenance are established and implemented as required • all relevant occupational health and safety and other legislation is adhered to • procedures are in place to achieve the most competitive pricing for goods and services

Range of Variables

Budgeting and financial obligations may include:
• monthly or other reports
• balance sheets
• awards and other staffing requirements
• tax office requirements
• insurance requirements
• auditing

Appropriate parties may include:
• board of management
• other staff
• government
• funding providers
• clients

Legal requirements may include those relating to:
• annual and other reports
• audit processes
• insurance
• relevant awards
• taxation and superannuation

- acquittal of funds

Resources may include:
- staffing levels
- time
- finance
- buildings/facilities
- transport
- information systems
- equipment, supplies and stores

Evidence Guide

Critical aspects of assessment:
- competency should be demonstrated over the full range of financial, accounting and resourcing systems that the worker would be expected to use in the workplace

Underpinning knowledge:
- awards and agreements
- organisational guidelines
- taxation office requirements
- insurance requirements
- incorporation requirements
- auditing procedures and requirements
- organisation's procedures and practices
- principles and practices of effective resource management
- budgeting and planning processes and practices
- financial management models and practices
- quality assurance mechanisms
- principles of continuous improvement

Underpinning skills:
- computerised accounting
- manual accounting
- book keeping
- budgeting
- reconciliation
- investment planning
- financial management
- information technology application

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 eg. completed budgets, portfolios etc
- assessment may be conducted on one occasion but must include the range of management tasks used 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

CHCCD1A Support community participation

Providing a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

Elements	Performance criteria

1. Work with individuals and the community to promote participation	• work is undertaken to identify key community issues to be addressed
	• to address community issues planning is undertaken to ensure:
	    ◊ appropriate policies and strategies are developed
	    ◊ adequate resourcing is identified
	    ◊ key people are consulted
	    ◊ identified needs are addressed
	• processes are forward looking and proactive
	• appropriate interpersonal and networking skills are used to enlist support from key people and groups
	• opportunities are provided for community input to planning provision of services
	• community input and participation in services is guaranteed

2. Support existing community activities	• appropriate review of the relevance of existing community activities is undertaken, based on changing community needs • relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation • all work undertaken is in accordance with organisational policies and procedures • support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities • all documentation on activities is kept in accordance with organisational policies and procedures • appropriate support is provided to community groups to become self managing in the implementation of plans

Range of variables

Working with the community may include the following activities:
• health promotion
• community development
• training and education

Opportunities for consumers, community members and groups to participate may include:
• systems within and outside the organisation
• activities at program, operative and management levels
• formal and informal systems
• focus groups on relevant issues
• inviting community participation on organisational committees e.g. quality assurance committees, ethics committees
• through publications
• group facilitation
• peer education/training
• seminars and workshops

Key people may include:
• advocacy groups

- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles

Strategies which the worker may develop may include:
- development of new business, employment opportunities for individuals
- establishment of advocacy groups
- health promotion activities
- development of community facilities
- strategies to increase access to facilities, services or decision making
- providing direction, advice and information

Information and resources may include:
- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- skills/administrative support
- physical, transport, venues, material, equipment
- developmental training
- financial

Evidence Guide

Critical aspects of assessment:
- candidates will need to demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

Underpinning knowledge:
- community development methods and their principles and practices
- impact of cultural or community attitudes on organisational planning
- funding sources and their policies and strategies for encouraging community input and participation
- organisational budget and funding allocation
- local, state and federal strategies/legislation
- health promotion (as per Ottawa Charter)

Underpinning skills:
- research relating to the community
- policy development
- report writing
- ability to evaluate effectiveness of community based activities
- budgeting
- negotiation, liaison, networking
- marketing
- facilitation

Resource implications:
- demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Consistency of performance:
- consistency of performance should consider the organisational and individual context within which work take place

Context of assessment:
- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

CHCCD2A Provide community education programs

Working with the community to develop and provide education programs on relevant issues.

Elements	Performance criteria
1. Develop the education program	• program plan is developed in consultation with key people and organisations and identifies priorities and desired outcomes to address issues of concerns of target group/s, • appropriate human, financial and physical resources are identified and secured • marketing materials are prepared and disseminated to target audience and others as appropriate
2. Deliver the education program	• strategies for delivery of the program are developed and implemented to ensure maximum effectiveness • education/resource materials appropriate to the context, issue and audience are developed and distributed • strategies are implemented to encourage full participation in the program and the expression of views and feelings about its process or content • program adjustments are made as required to meet the needs of specific groups • feedback on the education program or activity is sought from participants
3. Review the education program	• the education program is assessed against the planned goals and objectives in accordance with organisational policies and procedures • outcomes of program evaluations are discussed with key people and organisations to determine future directions • education program outcomes are documented, and where necessary acted on in accordance with organisational procedures

Range of variables

Education programs may include:
• programs of varying scope and scale ranging from state wide initiatives, to specific activities
    ◊ a single event, such as an information stall in a shopping centre
    ◊ a multi session education and skill development program
    ◊ a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a statewide education campaign involving mass media information

Key people and organisations may include:
• target group
• other relevant organisations
• funding bodies
• community support groups
• the media

Resources may include:
• equipment
• staff skills
• time
• space
• venue
• educational materials
• funding

Marketing materials must be:
- culturally appropriate

Assessment and evaluation of the education program may include:
- use of feedback material
- discussions with stakeholders, organisations and other participants
- discussion with colleagues

Evidence Guide

Critical aspects of assessment:
- matching education activities with community needs and priorities
- collaboration and consultation with key people and organisations
- delivering high quality innovative educational programs

Underpinning knowledge:
- needs assessment and analysis
- goals and objectives for programs selected
- resource availability for particular programs
- strategies and actions needed to achieve goals
- organisational policies and procedures for dealing with the media
- accountability requirements
- resources and support within the community
- government funding policies
- knowledge of local area
- relevant local, state and federal strategies

Underpinning skills:
- liaison and networking
- communication
- research skills
- time management
- budgeting
- report writing
- evaluation
- presentation
- marketing and promotion
- negotiation

Resource implications:
- access to appropriate resources for developing, delivering and evaluating community education programs (or access to an appropriately simulated environment)

Consistency in performance:
- consistency in performance should consider the organisational and individual context within which work takes place

Context of assessment:
- this unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment

CHCCD3A Meet information needs of the community

Working with the community and individuals to identify and address their information needs.

Elements	Performance criteria
1. Identify information requirements	- appropriate mechanisms are employed to identify the information requirements of the community and specific groups - 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 - gaps or inadequacies in the information base are identified and strategies are implemented to address them
2. Address information requirements	- where possible, existing information sources are accessed to meet individual/community needs - the adequacy of existing information is sources and materials in meeting needs is routinely evaluated - where the development of new information materials is needed, options are explored in consultation with users and stakeholders - 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 - strategies are implemented to continuously improve the effectiveness of information materials and systems

Range of Variables

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

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

Underpinning 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

Underpinning 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

CHCCD4A Develop and implement community programs

Developing community programs to ensure maximum participation.

Elements	Performance criteria
1. Develop program parameters	• issues of wide community concern are analysed to develop an agency position and to ascertain the need for new program(s) • appropriate work is undertaken to ascertain support, capacity for a coordinated effort and factors which will effect provision of services • research is undertaken to identify key propel, issues to be addressed, possible strategies and options for action • appropriate planning and liaison is undertaken including developing concept plans in consultation with relevant communities and stakeholders
2. Design programs with the community	• a program plan is developed which reflects identified parameters and incorporates an evaluation of a range of program options • consultation is undertaken to determine preferred program options particularly in areas of high need or with targeted communities • help from participating agencies is sought for implementation arrangements • resources are identified and sought
3. Implement programs	• where appropriate, pilots are conducted, evaluated and adjustments are made to ensure the program achieves its objectives • programs are implemented in accordance with the development plan • promotion and marketing strategies are developed and implemented • systems and resources for administrative support of community programs are developed and maintained • target group is encouraged to participate fully in the program
4. Evaluate programs	• program design and outcomes are evaluated according to criteria and specifications identified in the program plan • results of evaluation are used for revision and ongoing development • interested and/or relevant people are involved in program evaluation

Range of variables

Community may be:
• individuals and groups defined by organisational programs and services
• other agencies providing services to the designated individuals and groups
• people with specified needs and interests
• people using the organisation's services/programs
• geographic

Community programs may include:
- community development activities and strategies
- education and information programs

Stakeholders may include:
- residents within a community
- businesses within or related to a community
- advocacy and special interest groups
- decision makers and community leaders
- individuals, groups and communities affected by issues or strategies
- owners or managers of resources required
- grants/funding agencies
- government and non government organisations
- peak bodies
- colleagues and collaborators

Implementation strategies may include:
- community/public education, awareness raising
- lobbying and advocacy
- development of new services, opportunities
- developing the capacity of individuals, groups and communities to meet their own needs and objectives
- non violent direct action
- participatory action research
- development of new businesses or employment opportunities
- health promotion, development of healthy communities/attitudes and environmental causes of ill health
- development of community resources and facilities
- development of recreational/entertainment
- adjustments to existing programs/services to make them more accessible to young people
- strategies to increase access to facilities, services
- decision making including cost, physical, information
- public processes

Resources may include:
- information
- knowledge/skills
- equipment and materials
- facilities, buildings, transport
- organisational structures, networks
- sector/regional networks
- access to decision makers
- management support
- personnel
- money

Evaluation of program options may include:
- projected outcomes to achieve objectives
- cost efficiency and effectiveness
- relevance to high needs and priorities
- scope and coverage
- capacity to evaluate
- availability of resources/skills
- consistency of philosophy
- ethical considerations
- impact on organisation/other services/programs
- personnel/industrial/employment implications
- legislative/statutory/accountability implications

Promotion and marketing strategies may include:
- letters (by FAX, mail, or any other means of transmission)
- newsletters/journals
- internal organisation communication (eg. internal memos, minutes of meetings)
- artwork, graphics
- reports, discussion papers, briefing papers
- brochures, fliers and written advertisements
- posters
- audio and audio visual productions
- performing arts presentations
- verbal/public presentations
- meetings, seminars, workshops and forums
- print or telecommunications media

Consultation strategies may include:
- meetings, seminars, workshops or other forums
- interviews (formal and informal)
- written surveys (questionnaires, letters, submissions)
- suggestion boxes
- alternative communication such as graffiti walls
- networks
- professional associations
- call for submissions

Evidence Guide

Critical aspects of assessment:
- effective management of community programs through the application of current accepted best practice

- *Underpinning knowledge:*
- the cultures, concerns, beliefs and aspirations of the community in question
- the impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- the impact of cultural and community attitudes within that community
- the implications of differences in attitudes and values
- community development as a social change strategy
- decision making structures and processes at organisation, community, regional and system level
- relevant legislation and public policies
- social, community and youth issues

Underpinning skills:
- research and consultation
- application of a range of community development approaches
- coordination of people, processes and information
- 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
- verbal and written communication
- analysis of complex issues
- literacy adequate to prepare a range of resource material appropriate to the target group
- working with and through community leaders

Resource implications:
- access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

Consistency in performance:
- consistency in performance should consider specific program and community requirements

Context of assessment
- this unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community

CHCCD5A Develop community resources

Working with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

Elements	Performance criteria
1. Assess community resource requirements	• resource requirements are identified through consultation with networks and key people and organisations • existing community resources available are researched and assessed for their capacity to meet needs of the group • strategies are developed to address gaps in available resources • priorities are determined according to organisational policy and procedures
2. Develop and acquire resources	• strategies for the provision of resources are developed to assist in meeting organisational objectives within funding considerations • resources are developed in consultation with key people • all relevant organisational processes and procedures are followed to ensure endorsement and guarantee implementation
3. Facilitate community access to resources	• availability of resources are publicised to target group, key people and organisations to encourage participation in activities • resources are made available to all users as required in accordance with organisational procedures • resources are reviewed regularly to ensure usefulness and currency

Range of variables

Key people and organisations may include:
• government and non government organisations
• the service's networks
• staff
• committee of management
• specialist organisations

Sources for addressing resource gaps may include:
• external grants
• commercial fund raising
• internal allocations
• other services/agencies
• donations
• exchanges
• sharing

Strategies for addressing resource gaps may include:
• grant submissions
• commercial enterprise
• fee for service
• internal reallocation
• internal cross subsidies
• sponsorship/donations
• exchanges/sharing/pooling

Resources may include:
- information
- education
- databases
- library (paper based or electronic)
- finances
- equipment and materials
- skills and expertise
- capital assets
- technology

Evidence Guide

Critical aspects of assessment:
- ability to identify community needs and match a range of appropriate resources to meet those needs
- capacity to operate within specific communities or across a number of groups

Underpinning knowledge
- a range of systems that can be used to obtain, store and record information
- a range of resource media
- organisational strategic plan
- organisational resourcing policies and procedures
- key people and organisations
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 22):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

Underpinning skills
- basic project management
- networking
- information management
- information presentation
- negotiation techniques
- design and preparation of materials including relevant information technology

Resource implications:
- access to an appropriate workplace or community or accurately simulated environment

Consistency in performance:
- consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

Context of assessment
- this unit should be assessed on the job or through simulation

CHCCD6A Establish and develop community organisations

Work with the community to establish new organisations and networks.

Elements	Performance criteria
1. Establish the need, purpose and philosophy for the organisation	• the need, purpose and philosophy for establishment of a new organisation is identified and assessed in consultation with relevant stakeholders for the organisation • negotiations are carried out in a way which generates support for the needs and rights of the target group and which takes account of the relevant viewpoints and perspectives • all establishment work is based on defined community development method • goals and objectives consistent with the purpose and philosophy of the organisation are clarified and negotiated with key stakeholders
2. Review and develop organisational structures	• the proposed purpose, scope, impact and process for change are identified and assessed, for incorporation in planning • appropriate reporting on all aspects of the proposed plan is prepared and submitted for approval by the decision makers • appropriate consultation is undertaken to ensure all stakeholders play a major role throughout the restructure process • relevant organisations and stakeholders consulted about proposed structural changes and where appropriate arrangements are made for consultation throughout the process • the strengths and weaknesses of a range of potential forms and models of organisations are assessed • an appropriate structure consistent with the purpose, philosophy and roles of the organisation, and which meet industrial, legal and policy requirements is developed • appropriate mechanisms are established to oversight the task • ongoing advice is provided to decision makers as required on all aspects of the proposed changes and implementation strategy • restructure is implemented in line with the approved strategy
3. Meet legal requirements to establish or develop the organisation	• legal requirements to establish the organisation are identified and adhered to • records required to meet legal requirements are prepared, authorised and handled appropriately
4. Market and promote the organisation changes	• the benefits of the new organisation or organisational changes are promoted to stakeholders, target groups and within the organisation to ensure maximum effectiveness • appropriate evaluation and monitoring processes are implemented to ensure maximum effectiveness of the changes

Range of Variables

Stakeholders may include:
- individuals
- families and care givers
- members of the local community (including residents, businesses, workers, representatives such as councillors or politicians)
- community groups (including services, interest groups, cultural groups, churches, clubs and associations)
- government at local, state and national levels in both parliamentary, representative and bureaucratic officer levels
- government departments, agencies and service (including human services public utilities, police)
- political parties
- other community services including workers, management and networks of services)
- unions
- employers and employer groups
- relevant peak bodies and networks
- education and training providers
- experts on the subject, issue, situation or service

Organisations may include:
- specific organisations, services or programs
- government or non government organisations
- units or branches within larger organisations
- community services/organisations which provide services to young people as one of their target groups

Resources may include:
- funding
- paid/unpaid workers
- specialists
- referral networks
- venues, facilities, equipment

Submissions seeking resources may be:
- direct negotiation with sources
- written
- competitive tenders
- expressions of interest

Funding sources may include:
- government (local, state and federal)
- philanthropic agencies
- private business and sponsorship
- bequests, donations and other private grants
- money raised by fundraising events
- sale of resources
- fees for services

Activities, programs, projects and strategies are implemented within requirements and guidelines established by:
- organisation constitution, policies, guidelines and procedures
- legislation relating to occupational health and safety, access and equity, equal opportunities, industrial relations, corporate affairs and incorporation
- contracts
- relevant legislation
- duty of care, codes of professional conduct/ethics

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Communication media for promotion purposes may include:
- informal word of mouth networking
- public presentations
- conferences, forums and seminars
- letters
- fliers, brochures and other written advertisements
- reports and discussion papers
- posters and other artwork
- audio visual advertisements/presentations/interviews
- performing arts pieces
- media interviews, press release

Evidence Guide

Critical aspects of assessment:
- effective collaboration with communities and key stakeholders to achieve an agreed outcome
- establishment and development of community organisations based on identified community needs, community development methodologies and in accordance with current accepted best practice

Underpinning knowledge:
- consultation and research methodologies
- community development principles
- organisational design and management principles
- community services and health networks and stakeholders
- funding sources
- principles of project management
- 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

Underpinning skills:
- research and analysis
- negotiation
- complex communication skills including submission writing
- strategic organisational planning
- publicity, marketing, public relations and promotion
- networking
- financial analysis and management
- program review and planning

Resource implications:
- access to an appropriate workplace or community or to an appropriately simulated environment

Consistency in performance:
- consistency in performance should be based on requirements for the establishment and development of community organisations in specific circumstances

Context of assessment:
- this unit should be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

CHCCD7A Support community resources

This unit applies to the work performed in providing and maintaining support to community groups.

Element	Performance criteria
1. Develop an information base	• relevant information about the community, its organisations and services is collected and stored according to the organisational practices so ongoing work is facilitated • a current directory of community resources is maintained so it is useable and accessible
2. Establish relationship with key people	• appropriate contact is established and maintained with key people using a range of communication strategies to ensure that the outcomes from work in the community is maximised • the roles and responsibilities of key people and services are defined so that work is effective and coordinated
3 Apply strategies for linking people	• appropriate work is undertaken to create opportunities to develop supportive connections between key people including arranging and conducting meetings • obstacles to effective contact between people are identified and appropriate strategies are developed to overcome these • appropriate levels of ongoing support is provided to promote community interaction
4 Maintain community facilities and resources	• all relevant records are maintained and made available as required to facilitate community interaction • appropriate work is undertaken to ensure that maintenance of community resources is carried out according to organisational procedures and budget allocations • appropriate action is taken to ensure public and communal areas are accessible and meet community needs

Range of Variables:

Community may include:
- individuals and groups defined by organisation programs and services
- other agencies providing services to individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs

Relevant information about the community may include:
- composition and social/cultural profile
- cultural characteristics
- scope defined by organisation's objectives and priorities
- size
- nature and history of issues and interests
- range and nature of other services
- existing practice, process and protocol

Information about the community may include:
- data base of key people
- details of other services/agencies
- networks, support systems, groups
- resources
- protocols for communication

Key people may include:
- people with an interest in the purpose of the organisation
- designated groups in the community
- community leaders, representatives
- other providers
- people using the services of the organisation
- specialist providers

Communication strategies may include:
- attending meetings, groups, shift hand over etc.
- phone contact
- sharing information
- information newsletter

Resources may include:
- premises, grounds, accommodation, workplaces
- purpose designed and provided for the community or workplace
- exclusive use, ownership or shared
- equipment and materials
- information
- personnel
- financial

Organisation's procedures may include:
- formally documented policies, guidelines, delegations, philosophy
- direction through supervision
- management decisions, directives
- information, data collection, proforma, reporting requirements
- formal and informal negotiated agreements

Evidence Guide:

Critical aspects of assessment:
- provision of a range of types of support to communities according to organisational procedures
- ability to communicate with a range of people in the community
- ability to maintain and access effective networks which contribute to the achievement of objectives
- capacity to motivate individuals and groups to work cooperatively to address common concerns

Underpinning knowledge:
- nature of the community and significant relationships and resources including cultural
- organisation's policies and program/service objectives
- relevant agencies programs and criteria
- communication strategies
- principles of social organisation and structures
- 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

Underpinning skills:
- oral communication competence required. Assessors should look for the ability to ask questions, listen to information, and seek clarification. Language used may be English or a community language
- reading competence required if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group. Information may be written in English or a community language
- writing skills will be needed if organisations require a written list of community facilities and resources. Assessors should look at documentation that is required by the organisation. Reports and documentation may be required in English or a community language depending on the group. (Note: some organisations may require computer skills if documentation is electronically stored)

Resource implications:
- access to a workplace or community or an environment that effectively simulates workplace or community conditions.

Consistency in performance may include workers ability to:
- describe, with supportive evidence, the nature and structure of the designated community
- describe the structure of the designated community in terms of general concepts of social organisation and structures
- identify organisation's policies and relevant guidelines
- identify the objectives, priorities and criteria of the organisation and the services and programs provided
- demonstrate a range of strategies for making contact with and linking people consistent with meeting organisation's objectives
- define own role as worker within the community
- use of available technology for record keeping

Context of assessment:
- worker can be assessed on the job or by simulation. Community is designated by organisation policy

CHCCD8A Support community action

Supporting the community to represent their own needs through social and public action.

Elements	Performance criteria
1. Respond to community needs	• appropriate opportunities are planned and implemented so that people in the community can promote their issues • a range of forms of consultation and research methods are identified and clarified • strategies for meeting community needs are identified, developed and agreed with key people
2. Support identified community needs	• a range of mechanisms and actions to address community needs are assessed for application • relevance and appropriateness to meet community needs • resources required are calculated and assessed for availability and appropriateness and where possible, provided • appropriate work is undertaken to ensure that resourcing to meet community needs is provided and made available
3. Evaluate effectiveness of community action	• the effectiveness of activities is evaluated using accepted strategies and mechanisms • progress of strategies are reviewed with key people and required changes are negotiated and implemented • outcomes of evaluations are documented and reported to key people

Range of Variables:

Actions for the support of community needs may include:
• strategies to change, promote or protect existing social structures, services, resources
• initiatives by the community and undertaken by the community and/or agencies
• initiatives undertaken by the organisation and supported by the community and/or agencies
• routinely planned and specific/occasional actions
• general and specially targeted
• social action
• promotion

Mechanisms may include:
• structures
• processes/protocol
• consultation, participation , accountability
• review, evaluation
• existing and specially created
• community development strategies

Resources may include:
• those of the organisation
• those acquired from other agencies
• system support/administration/policy
• material/financial/facilities/equipment
• developmental/information/training

- information technology

Evidence Guide:

Critical aspects of assessment:
- supporting communities to identify their rights and represent their own needs through social and public action
- motivating individuals and groups to work cooperatively

Underpinning knowledge:
- social structures and systems in the community
- complex cultural awareness
- components of strategic planning
- decision making systems and leadership
- organisation's guidelines
- community development principles relevant to social action and public processes
- current social policy and its implementation programs
- 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

Underpinning skills:
- evaluation methods
- research methods
- marketing and promotion
- negotiation

Resource implications:
- access to a workplace or community or an appropriately simulated environment

Consistency in performance:
- consistency in performance should consider specific needs of the community and how community action can support these needs

Context of assessment:
- this unit can be assessed in the workplace, in the community or in relevant simulations

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CHCCD9A Support community leadership

Designing, providing and promoting a supporting structure and environment to enable effective and viable leadership to be provided within the community.

Elements	Performance criteria
1. Develop and maintain support mechanisms	• a range of support mechanisms are designed to enable the identification of the role, responsibilities, context and accountability of community leadership • factors which might have an impact on the effectiveness of community leadership are identified and addressed • resources required to support community leadership development are included in resource allocations
1. Promote community leadership	• opportunities to routinely promote the importance of community leadership are created and responded to • the defined role and importance of community leadership is reflected in the development of organisational structures, processes and practice
1. Develop leadership skills	• learning programs designed to develop leadership skills are designed and provided • a range of activities are implemented to assist the development of community leadership • individuals are provided with structured and supported opportunities to experience leadership • the expertise, skills and contributions of the community to leadership are identified and acknowledged

Range of variables

Community leadership may include:
• individuals acting in a formal representative role
• elected management committees
• formally constituted groups/steering committees/reference groups
• key people with recognised influence

Support mechanisms may include:
• structures within the organisation
• resources
• information/training development
• recruitment and selection of leaders and managers
• networks
• groups
• practice frameworks
• individual and ongoing support
• procedures for identifying potential community leaders

Organisational structures may include:
• management
• consultations
• accountability
• decision making
• advisory systems
• policy, guidelines, objectives and principles
• resources

Evidence Guide

Critical aspects of assessment:
- identification and development of opportunities for leadership within the community
- providing support for leadership structures and the development of individuals

Underpinning knowledge:
- community development principles and strategies
- concepts of effective leadership
- structure and nature of the community
- organisational systems, guidelines and practice
- significant cultural awareness, practices and protocol
- availability of skills development training
- support mechanisms and structures in the range of relevant communities and cultural contexts

Underpinning skills:
- negotiation, liaison, networking
- facilitation

Resource implications:
- access to a workplace or community or to an effectively simulated environment

Consistency in performance:
- consistency in performance should consider the range of situations in which workers will be supporting community leadership

Context of assessment:
- this unit will be best assessed in the workplace or in a environment that simulates the normal range of workplace conditions

CHCCD10A Provide leadership

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.

Element	Performance criteria
1. Develop effective leadership role	• the role, responsibilities and parameters for exercising influence are identified and negotiated with key people in the organisation and community to ensure support • authority and accountability are established according to organisation's guidelines and community requirements • 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	• consultation structures are developed and maintained to provide support for coordinated planning and decision making • strategic alliances with key people are developed and maintained to maximise personal and organisational effectiveness • effective communication and interpersonal skills are routinely modeled and promoted • appropriate continuous improvement processes are implemented to ensure ongoing effectiveness of work
3. Promote community work and maintain quality performance	• the factors which influence the effectiveness of performance are researched and analysed • strategies for promoting the effectiveness of community work are developed and implemented • strategies for developing and maintaining quality performance are researched and established • performance standards and requirements are developed, negotiated, promoted and used to guide organisational and personal work delivery • implementation of changes in practices, policies and procedures is negotiated and promoted to gain support

Range of Variables:

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
- 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

Underpinning 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

Underpinning 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

Resource implications:
- access to appropriate workplace or community or to an environment capable of accurately simulating these

Consistency in performance:
- consistency in performance should relate to outcomes required by community leadership

Context of assessment:
- this unit can be assessed in the workplace, in the community or in relevant simulation

CHCCD11A Provide advocacy and representation

Representing the interests of the community and/or the community services industry. Representation will include the development of community representative and industry participative roles and positions in decision making forum.

Element	Performance criteria
1. Establish the representative role and process	• role, processes and conditions of representation are identified in consultation with individuals and key groups • the support of key people is sought • requirements for reporting are determined and implemented
2. Participate in decision making forums	• relevant interests and concerns to be pursued are identified in accordance with organisational priorities • work is undertaken to provide a framework for pursuing promotion of relevant interests • opportunities to reflect, promote and represent relevant interests are created and responded to routinely within work role • the potential impact of the development and decisions is calculated and assessed in terms of objectives and priorities • progress and other reports and feedback are provided to key people according to organisation requirements
3. Negotiate outcomes and liaise with key people	• appropriate strategic alliances are identified and developed • collaborative planning and action is promoted and supported • potential areas of conflict are identified and strategies implemented to address them • purpose and objectives are clearly determined and promoted • appropriate work is undertaken with organising committees and board of management to maximise effectiveness
4. Evaluate effectiveness of strategies	• actual work outcomes are analysed and reported against agreed objectives • adjustments to strategy are implemented according to the evaluation

Range of Variables:

Representative roles may include:
• advancing the interests of the community through decision making forums
• action taken to influence decision making processes
• developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:
  ◊ organisations
  ◊ programs
  ◊ services
  ◊ agencies
  ◊ industrial representatives
  ◊ consumers
  ◊ researchers
  ◊ training/education

Conditions of representation may include:
- authorisation, accountability and protocol
- consultation and delegations
- resources
- terms of reference
- scope, scale and parameters
- role of key people
- existing community structures, systems, networks, processes
- development of an industry position
- requirements of industry mechanisms including:
  - ◊ formal and informal networks
  - ◊ advisory/steering/reference committees
  - ◊ publications
  - ◊ conferences/seminars
  - ◊ training
  - ◊ education
  - ◊ formal representative positions

Support may be sought for:
- development of consultation and accountability structures
- development of industry positions

Key people may include:
- experts
- policy/decision makers
- resource managers
- media
- researchers
- trainers
- teachers
- community leaders

Developments may include:
- social/political/economic/industrial changes
- within and outside the organisation structures
- government policy
- ideology
- education
- research findings
- community change

Opportunities may include:
- events
- publicity
- committee membership
- public presentations
- media
- policy development
- special meetings/delegations

Evidence Guide:

Critical aspects of assessment:
- effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
- participation in a range of decision making forums

Underpinning knowledge
- social/economic/industrial policy and related theory

- industry and government processes
- community consultation and decision making processes
- power structures and relationships in the community
- community development models
- nature and structure of the community services industry
- social/economic/industrial legislation
- processes and structures relevant to organisational goals and objectives or work role
- industry culture
- models of negotiation
- research methods
- models of management/leadership
- complex cultural awareness
- 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

Underpinning skills:
- research
- negotiation
- presentation
- complex communication
- strategic planning and outcomes measurement
- consultation
- leadership/management

Resource implications:
- access to an appropriate workplace or community or to an environment where an accurate simulation can be undertaken for assessment purposes

Consistency in performance:
- consistency in performance should consider the range of situations under which workers will provide advocacy and representation

Context of assessment:
- this unit can be assessed in the workplace, in the community or in relevant simulation

CHCCD12A Undertake work in the community services industry

The foundation unit for working in the industry

Elements	Performance criteria
1. Operate within a community development framework	• all work undertaken reflects a current working knowledge and understanding of community development philosophies and principles • all work reflects a commitment to empowering individuals to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues • all work is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society • all work reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts

2. Meet duty of care and legal responsibilities	• all work undertaken in the industry reflects understanding and compliance with relevant local, national and international statutory and legislative obligations
	• all work undertaken in the industry reflects an application of:
	  ◊ accepted industry standards of ethical practice
	  ◊ the principles of social justice, human rights, anti discrimination and confidentiality
	  ◊ practices to address cross cultural issues
	  ◊ relevant occupational health and safety and equal employment opportunity principles and practices
	  ◊ practices which protect confidentiality

3. Provide a non discriminatory service	• all work reflects the application of processes which aim to minimise the impact of own personal biases and experiences • all work reflects respect and understanding of individual differences • all work reflects recognition of the positive contribution of diversity in the community • work processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals
4. Work to address individual issues	• appropriate interpersonal skills are employed to provide a first point of contact where individual stories are heard and understood • the capacity of the organisation to address identified individual issues is assessed • appropriate referrals are provided both within and outside the organisation to ensure individual issues will be addressed • relevant facilitation skills are employed to assist individuals to identify the most appropriate course of action to ensure their issues are addressed • all work reflects knowledge and understanding of the impact of applying different methods to address individual issues

Range of Variables

Work in the industry includes:
- voluntary and paid work

Relevant legislative and statutory obligations include those relating to:
- human and civil rights
- workplace practices

Ethical practices include those relating to:
- professional relationships
- financial management
- information collection, storage and dissemination
- operation of community and other organisations

Areas of difference and diversity include:
- language
- culture and cultural practices relating to:
    - ◊ religion/spiritual observances
    - ◊ family relationships
    - ◊ status/protocol
    - ◊ ceremonies/celebrations
    - ◊ prohibition/taboos
- social, economic, physical and health issues

Models of work include:
- preventative
- developmental
- remedial
- promotional
- educative

Appropriate course of action include:
- a public response/meeting
- group action
- conducting a specific project
- development of a program
- establishment of organisational arrangements

Evidence Guide

Critical aspects of assessment:
- candidate must demonstrate the application of community development theories and practices to all aspects of work
- being able to elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker

Underpinning knowledge:
- the historical, social, legislative, statutory, political, economic and cultural context of work in the industry
- philosophy and accepted practices of work area
- own biases and personal history related to work area
- strategies for addressing individual differences including:
- legal and organisational requirements relating to duty of care, confidentiality and ethical practices
- principles and practices of a community development work
- work models
- 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

Underpinning skills:
- communication and interpersonal skills relevant to work area
- use of appropriate personal authority and influence to enhance work role
- analysis and assessment
- relevant literacy standards and skills to meet reporting requirements of work area
- reflective listening
- referral

Resource implications:
- access to a workplace or to an environment that accurately simulates the workplace

Consistency in performance:
- consistency in performance should consider the worker's role and responsibilities in the workplace

Context of assessment:
- this unit is best assessed in the workplace or in an environment that can accurately simulate the workplace

CHCCD13A Work within specific communities

Working with individuals or groups in specific communities.

Elements	Performance criteria
1. Define the issues of specific communities or groups	• the details of individual and group issues of the specific community are identified through appropriate research and consultation • the values and structures of the community as they impact on individuals and groups are identified • preferred means of dealing with individuals and groups from specific communities are identified by appropriate research and consultation
2. Undertake relevant work in the context of specific communities or groups	• the values, issues and structures within specific communities are used to define the ways of working • relevant community structures are identified and utilised to maximise outcomes for individuals and groups • work within communities is consistent with defined job role and organisational policies and procedures • interpersonal skills are utilised which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	• appropriate evaluation of work is undertaken in consultation with relevant community stakeholders • work within communities is monitored to ensure reflection of relevant values and structures • evaluation ensures responsiveness to community needs and issues

Range of Variables

Issues within specific communities may relate to:
• cultural and linguistic diversity
• risk of self harm
• mental health
• gender
• sexuality
• age
• general health
• alcohol and other drugs abuse
• disability
• location eg. urban, rural and remote
• income
• family systems
• religion

Work may relate to:
• specific groups, issues or communities eg. health issues of young people from particular cultural backgrounds and/or geographic areas
• research activities
• policy development
• advocacy
• referrals
• project development and implementation
• project design and implementation

Context of work may include:
- social, political and economic issues impacting upon specific communities and groups
- models of community development
- organisational policies and procedures
- legislative and statutory frameworks

Values and structures may include
- cultural preference and mores of specific groups eg.
    ◊ religious/spiritual observances
    ◊ language
    ◊ family relationships
    ◊ status/protocol
    ◊ ceremonies/celebrations
    ◊ prohibitions/taboos

Evidence Guide

Critical Aspects of assessment:
- the candidate must demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

Consistency in performance:
- the candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools including observation, reports from supervisors or other key people and confirmation from key community leaders

Underpinning knowledge:
- composition of specific community and group structures, practices and values
- specific communication protocols and practices
- social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- organisational procedures for working with specific communities
- relevant networks, people, stakeholders

Underpinning skills:
- consultation
- facilitation
- research
- high level interpersonal

Resource implication:
- access to a workplace or to an environment that accurately simulates the workplace

Context of assessment
- this unit may be assessed on the job using appropriate relevant materials and examples or through simulation

CHCCD14A Implement a Community development strategy

Working with individuals and in the community to facilitate public awareness and resolution of issues

Elements	Performance criteria
1. Work with individuals to identify issues	• appropriate interpersonal skills are used routinely to with individuals to ensure that their story is heard and understood and to test that there is common understanding • responses to individual concerns are in a manner which shows respect and a commitment to assist in the resolution of individual concerns • appropriate referrals are provided to assist resolution of other personal issues • appropriate facilitation is provided to seek agreement on how to proceed so individual issues will be resolved • barriers to moving private concerns into public action are identified and addressed
2. Work with individuals and groups to establish cooperative processes	• assessment is undertaken of relevant models of work to ensure individual and group needs will be met • appropriate work is undertaken to identify and establish mechanisms and actions to address common issues • a range of opportunities are organised to gain community participation including through organisation of public meetings • appropriate work is undertaken with the group to facilitate the development of common goals and coordinated strategies so their issues will be addressed • a range of appropriate interpersonal skills are employed to motivate the group to work cooperatively • work is undertaken to involve key people in planning, implementing and evaluating strategies for community involvement • advice and information is provided to the group as required to ensure they are fully informed about relevant issues and opportunities • all reporting requirements are met in accordance with organisational procedures
3. Support group processes	• available resources are identified and accessed to ensure success of group /community meetings and other cooperative processes • appropriate work is undertaken to implement operational arrangements which will facilitate groups meetings and enhance outcomes • appropriate levels of support within the defined work role is provided to maintain group processes and to facilitate achievement of identified outcomes by the group • work is undertaken to ensure that feedback on the effectiveness of group processes is collected and provided to the group to enable improvement and change as required • assistance is provided to the group to access additional assistance and resources as required

Range of variables

Referrals may be:
- both inside and outside the organisation
- to other workers, service providers or organisations
- to specialist services

Issues and concerns may include:
- employment
- housing
- financial support
- access to education and training
- health
- child care

Operational arrangements include:
- legal framework for operation
- funding arrangements
- models for operation
- decision making arrangements
- baby sitting
- vouchers
- location
- location
- advertising/promotion

Opportunities for groups to participate include:
- activities at service delivery, program, operative and management levels
- formal and informal systems
- promotion
- support meeting
- focus groups on relevant issues

Key people may include:
- advocacy groups
- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles

Strategies may include:
- establishment of advocacy groups
- promotion activities
- development of community facilities
- increasing access to facilities, services or decision making
- lobbying

Resources may include:
- skills/administrative support
- physical, transport, venues, material, equipment
- provision of training
- financial
- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- personnel

Evidence Guide

Critical aspects of assessment:
- capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
- development and maintenance of public processes to address common issues
- 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

Underpinning knowledge:
- community development principles and practices
- the community profile
- structure, processes and characteristics of the organisation
- funding sources and their policies and strategies for encouraging community input and participation
- relevant local, state and federal strategies/legislation

Underpinning skills:
- research
- project/program evaluation
- budgeting
- negotiation, liaison, networking
- group facilitation

Resource implications:
- Demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Consistency in performance:
- the individual and organisational context within which the work takes place should be considered

Context of assessment:
- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

CHCCD15A Develop and implement a community development strategy

Working with a range of individuals and in the community to facilitate public awareness and resolution of a range of issues.

Elements	Performance criteria
1. Establish and build group processes	• appropriate interpersonal skills are used to what and foster relationship to ensure that individual stories are is heard and understood and to test there is common understanding • individual concerns on a range of issues are responded to in a manner which engages support and cooperation • facilitation is provided to enable identification of appropriate strategies and for linkages to be made to enable community action to resolve issues • strategies for proceeding with community action are identified and developed • guidance is provided to the group about relevant community development methods which will address their concerns and issues • an appropriate community development method is selected and applied
2. Facilitate and maintain public processes	• all necessary work is undertaken in a timely manner to develop and maintain strategic alliances with key individuals and groups covering a range of issues relevant to work role • opportunities are pursued routinely to maximise access to community groups and processes so that individual concerns may be readily moved to the public arena • a range of opportunities is identified and accessed for involvement in a range of community forums and decision making processes
3. Implement organisational structures	• assistance is provided to groups to implement appropriate mechanisms and actions which will address the range of issues • appropriate work is undertaken to contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena • effective interpersonal skills are employed routinely to motivate the group to work cooperatively • appropriate work is undertaken to develop and implement operational arrangements which will facilitate group processes • appropriate level of support within the defined work role is provided to develop and maintain group processes and facilitate achievement of identified outcomes • appropriate support is provided to ensure there is ongoing evaluation of group processes • assistance is provided to the group to access additional assistance and resources as required • a strategy for managing a number of community development activities is developed and applied

Range of variables

Issues and concerns may include:
- employment
- housing
- financial/income support
- access to education and training
- health
- crime prevention
- social isolation
- planning public access
- child care

Responses include:
- establishment of alternative systems and structures
- working within local bureaucracies
- advocacy

Operational arrangements include:
- legal framework for operation
- funding arrangements
- models for operation
- decision making arrangements
- baby sitting
- vouchers
- location
- advertising/promotion

Community work methods include:
- community action
- advocacy
- development of self help processes
- development of infrastructure in the community
- development of community support
- development of community programs

Opportunities for groups to participate include:
- activities at service delivery, program, operative and management levels
- formal and informal systems
- promotion
- support meeting
- focus groups on relevant issues

Key people may include:
- advocacy groups
- policy and decision makers in the community
- community leaders
- people with formal and informal representative roles

Resources may include:
- skills/administrative support
- physical, transport, venues, material, equipment
- provision of training
- financial
- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding

Evidence Guide

Critical aspects of assessment:
- capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
- development and maintenance of public processes to address common issues
- the ability to work with a wide range of key people or stakeholders in the community

Underpinning knowledge:
- community development principles and practices
- the community profile
- structure, processes and characteristics of the organisation
- funding sources and their policies and strategies for encouraging community input and participation
- relevant local, state and federal strategies/legislation
- 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

Underpinning skills:
- research
- project/program evaluation
- budgeting
- negotiation, liaison, networking
- group facilitation

Resource implications:
- assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Consistency of performance:
- should consider the organisational and individual context within which work takes place

Context of assessment:
- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

CHCCD16A Undertake systems advocacy

Advocating to ensure that the rights and needs of individuals are maintained within the broader rights and needs of the general community.

Elements	Performance criteria
1. Obtain, analyse and document information relevant to the needs of people	• relevant documented information about particular issues are obtained and analysed • relevant statistical and research data are obtained and analysed • consultations are conducted with relevant stakeholders to identify and describe issues of concern and gain support • relevant information is synthesised into forms appropriate for communicating with, and providing to, relevant agencies and stakeholders
2. Work with stakeholders to develop strategies to address identified needs	• close working relationships/networks with relevant stakeholders are developed and maintained • formal meetings, working groups and other activities are organised to develop policy statements, action plans, projects, and programs to address identified needs • meetings, working groups and other activities aimed at developing relevant strategies and decision making are participated in • strategic/action/project plans are prepared in forms that are appropriate to the needs and roles of relevant stakeholder organisations
3. Advocate for and facilitate the implementation of strategies developed to address specific needs	• relevant opportunities for communicating formally and informally about the needs of individuals are identified and pursued • submissions for resources to implement identified projects, action plans, etc. are prepared • relevant government policy development is contribute to as required • work is undertaken with consumers and other stakeholders are work with to implement relevant projects and action plans and programs • opportunities are pursued and comments provided on policy documents, legislation, project plans and other relevant documents regarding the needs of target groups

Range of variables

Relevant agencies/stakeholders include:
• consumers and consumer organisations
• carers and carer organisations
• services providers
• general health and welfare services
• government departments and agencies
• non government organisations
• media
• politicians
• commercial enterprises

Activities may be:
- informal
- formal

Strategies may include.
- public meetings and public profiling
- questionnaires and interviews
- monitoring trends in the general community/media
- development of policy/issues papers
- media management and public relations
- lobbying

Evidence Guide

Critical aspects of assessment:
- ability to apply high level skills when advocating or representing specific issues within broad social, political and community structures

Underpinning knowledge
- structural, political and other social factors which
- people affected by mental health problems
- broad knowledge of relevant issues including mental illness, and disability
- internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
- relevant policies at national, state and local level
- relevant agencies and services which may assist in promoting and advocating
- political lobbying processes
- use of media for advocacy purposes
- key stakeholders and how to access them
- understanding of the balance between the rights of the general community and the individual rights of people
- relevant regulatory, legislative and legal requirements
- 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
    ◊ 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

Underpinning high level skills:
- written and oral communication
- research and analysis
- policy development
- consultation and networking
- strategic planning
- negotiation and mediation
- lobbying
- representation such as public speaking, presenting at formal meetings and writing

Resource implications:
- access to a workplace or to an appropriately simulated environment where assessment can occur

Consistency in performance:
- consistency in performance should consider specific workplace and advocacy practices and requirements

Context of assessment:
- this unit is best assessed on the job or in a simulated workplace under the normal range of conditions

CHCCM1A Undertake case management

Carry out specific activities in a case/care plan.

Elements	Performance criteria
1. Provide for client needs and monitor progress on a regular basis	• client needs are provide for and contribution made to the case/care plan • feedback on case management implementation is discussed with client and relevant parties, and fed into case review processes as appropriate
2. Promote client's development	• appropriate action is taken according to the skill plan • opportunities for enhancing learning are identified and appropriate action taken to promote involvement of clients • appropriate action is taken to remove barriers and attract learning and client development • appropriate communication is used to promote involvement in learning activities • feedback on client progress and involvement in learning activities is provided to all relevant parties • appropriate encouragement, reinforcement and feedback is provided to clients to maximise learning outcomes

Range of Variables

The contexts for monitoring activities within case plan include:
• placement setting; eg. home, alternative care placement, and detention facility
• client/s involvement

Needs are identified within requirements established by:
• international, commonwealth and state legislation
• organisational policy and procedures
• relevant program standards

Needs are identified for the purpose of:
• reporting
• planning for the full range of support eg. day to day care, mid term care, and family support
• planning activities and/or programs

Feedback mechanisms include:
• communicating daily with client or significant others about meeting of needs
• participating within a case conference
• recording observations about progress on activities

Evidence Guide

Critical aspects of assessment:
• observing and collecting feedback about behaviour, actions and progress
• identifying limits of role and taking actions to contact appropriate people
• presentation of information within an informal and formal setting

Underpinning knowledge:
• awareness of overall direction of case plan
• family structure and dynamics, communication and decision making
• range of services available
• awareness of statutory requirements
• indicators of abuse and intervention strategies

Underpinning skills:
- objective observation of behaviour
- assessment of progress on goals and activities
- presentation of information and feedback. This may include oral communication skills and written communication skills, and will depend on the format required by the organisation for presenting feedback to supervisors
- stress management
- behaviour management

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 occasion but should include a range of case/management plans to reflect the normal range of workplace activities

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

CHCCM2A Establish and monitor a case plan

Developing a case management plan to address specific client needs.

Elements	Performance criteria
1. Develop a case management plan	• assessment of client needs is undertaken in accordance with organisation procedures • information is collected on a range of suitable interventions to address immediate, short and longer term needs of clients • appropriate consultation is undertaken with stakeholders to ensure issues, and options for their resolution, are explored thoroughly • common goals, objectives and processes are negotiated and agreed with clients and stakeholders to ensure needs are addressed with statutory and organisational frameworks • a full range of options for addressing client and stakeholder needs are explored and included in case management plan • processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage • roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers are defined • processes of appeal and for the termination and/or renegotiation of intervention are negotiated, agreed and included in the plan • relevant family, community, cultural and ideological considerations are identified and addressed in the case plan
2. Define plan implementation procedures	• practical arrangements to support clients and stakeholders are implemented • negotiable and non negotiable aspects of the intervention are defined, and processes are implemented to ensure they are maintained • ongoing case management processes are negotiated and agreed with clients and stakeholders • where appropriate, contracts are developed and agreed with external service providers and accurately reflect timing and resourcing constraints • procedures are implemented to ensure information sharing between key stakeholders is facilitated • procedures are implemented to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators • procedures are defined, and implemented where necessary, to deal with crisis situations
3. Establish review and evaluation systems	• case plan is negotiated with supervisor • appropriate evaluation processes are set up for ongoing implementation of the plan • all relevant reporting procedures are completed in accordance with organisational requirements

Range of Variables

The contexts for establishing a case plan could include:
- decision to implement an intervention
- a result of a notification
- a result of a court order
- a result of a contract to provide a service
- part of a case planning meeting or conference where clients, their families of origin, carer families and service providers establish actions for the safety, wellbeing and development of the client

Establishment of a case plan will be carried out within requirements established by:
- commonwealth and state legislation
- relevant international conventions
- organisational policy and procedures
- relevant program standards

Resources include:
- training programs
- staff, peers and specialist personnel
- information and materials

Skill development includes:
- life experience, vocational, social, recreational and personal skills

Information could include:
- all official documentation relating to client, full family history, developmental and medical history
- all available records, anecdotal material and individual interviews

Cultural issues include:
- indigenous and ethnic considerations
- power relationship structures
- rituals, beliefs, hierarchies and practices
- politics
- gender

Procedures used in crisis situations include:
- ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
- appropriate crisis services such as counselling, respite care, debriefing

Evidence Guide

Critical aspects of assessment:
- interpretation and application of legislation, policies and procedures
- responding to and managing crisis
- developing and assessing actions appropriate for intervention
- collecting and assessing information
- documentation of plans

Underpinning knowledge:
- relevant policy, procedures and legislation and statutory requirements related to the area of work
- cultural protocols and systems
- family structure, dynamics, communication and decision making
- family support and family casework strategies
- range of community services and resources available
- indicators of abuse and accepted intervention strategies
- effects of abuse on human development
- effects of different forms of intervention
- effects of incarceration

Underpinning skills:
- operational planning processes
- report writing and documentation
- stress management techniques
- verbal communication including interviewing skills, negotiation and cross cultural communication
- interpersonal, including establishing and maintaining relationships and networks
- meeting procedures and facilitation
- developing and maintaining appropriate networks

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. Workplace evidence can be testimonials, portfolios or copies of completed workplace records/documentation
- assessment may be conducted on one occasion but must include the normal range of workplace situations

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

CHCCM3A Develop, facilitate and monitor all aspects of case management

Facilitating all aspects of case planning

Elements	Performance criteria

1. Conduct case management meetings	• information sharing with the client is facilitated by establishing an appropriate rapport with the client and implementing appropriate procedures including:
	  ◊ establishing the purpose, objectives and agenda of the meeting
	  ◊ facilitating discussion
	  ◊ resolving conflict where relevant
	  ◊ identifying, negotiating and recording outcomes
	• boundaries and processes within service delivery are identified and agreed, including:
	  ◊ rights, roles, responsibilities, decision making processes, accountability and outcomes
	  ◊ ways of addressing experience, skills, values and development of participant
	  ◊ impact of statutory mandates on interventions, the client and significant others
	  ◊ the impact of value systems of worker, client and key stakeholders on outcomes
	  ◊ information sharing and planning
	  ◊ appropriate conflict resolution techniques to be employed
	• individual family and community needs and rights, and organisational responsibilities are defined and explored to assure the rights are protected for all concerned

2. Develop an appropriate approach to case management	• case management processes appropriate to implementing statutory requirements are developed and utilised • appropriate processes to facilitate clients to set goals and participate in case management processes are implemented • appropriate cultural considerations are integrated into all aspects of case management planning • information on rights of appeal and avenues of complaint is provided so client understands their rights

3. Develop an appropriate case management plan	• a case management plan is developed to reflect initial assessment of needs
	• the full range of appropriate immediate, short and long term needs of the client and other relevant parties are identified
	• action plans are developed to reflect:
	  ◊ integration of expertise of relevant stakeholders and other service deliverers
	  ◊ negotiated and agreed goals and operational processes
	  ◊ a range of strategies to address each goal and to maximise participation in plan
	  ◊ appropriate resource allocation
	  ◊ agreed responsibility for delivery
	  ◊ realistic and agreed indicators of success
	  ◊ rights and responsibilities of client
	• processes for monitoring and changing of case plan are established
	• strategies are identified to deal with complex or high risk

	situations • requirements of case plan are matched to experience, workload and geographical location of worker • the plan focuses on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility
4. Manage case work activities and processes	• strategies are implemented to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction • the need for changes in case plan including the need for ongoing intervention is assessed and strategies for alternatives are developed as appropriate • any proposed changes arising from case review are successfully negotiated with relevant parties • processes for case closure which comply with organisational procedures are utilised when appropriate

Range of Variables

The contexts for facilitation of information sharing and planning include:
• all formal processes included in case management eg case conferences, case review meetings, formal briefings on client progress

Evaluating ongoing implementation includes:
• monitoring case plan implementation
• facilitating review activities and feedback from workers on progress of intervention
• liaison with service providers, clients, significant others
• advising on how case plans can be modified, ensuring that changes are communicated appropriately

Complex cases are to be defined as:
• life threatening/high risk situations
• cases where at least three of the following factors are combined:
  ◊ serious/sustained abuse
  ◊ multiple injuries
  ◊ multiple difficulties present in family
  ◊ intellectual or psychiatric disability
  ◊ chronic and serious drug addiction affecting individuals capacity
• where a wide range of other agencies are involved, eg. community services, legal, medical and police agencies
• where involvement of protective and custodial agencies with the family has been over a lengthy and sustained period
• when age of the client creates special considerations
• cases with high public/political sensitivity requiring sensitive and experienced case investigation and management

Negotiate actions includes:
• gaining agreement on course of actions, goal setting, milestone setting and agreement, time line setting, establishment of review points in case plan

Evidence Guide

Critical aspects of assessment:
- accessing and using a range of family and community resources
- identifying and gaining agreement on role boundaries
- facilitating groups and supporting participants to engage in information sharing and planning
- planning, decision making and goal setting
- applying organisational statutory and legislative requirements

Underpinning knowledge:
- behaviour change models and practices
- organisational procedures and standards
- formal meeting processes
- relevant policy, procedures, legislation and statutory mandates
- cultural protocols and systems
- family structure, dynamics, communication and decision making
- relevant documentation protocols
- range of available services

Underpinning skills:
- managing group dynamics
- conflict resolution, negotiation and mediation techniques
- defining boundaries
- planning and goal setting
- facilitation
- assertion
- high level writing skills
- interpersonal and communication
- supervision and delegation

Resource implications:
- access to a relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

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

CHCCM4A Promote high quality case management

Disseminating information and providing advice on practice issues relating to case management.

Elements	Performance criteria
1. Provide a lead in case management practice	• appropriate strategies are implemented to ensure currency with accepted best practice and relevant legislation • where appropriate, practice advice and direction consistent with organisational service and professional standards are provided • worker is challenged and supported to ensure the casework plans and actions are based on organisational procedures, practices and legislative requirements • strategies to ensure worker has ready access to casework consultation with other workers to maximise their effectiveness are implemented • specialist practice knowledge is accessed and applied in the workplace and coaching and mentoring is provided to staff to optimise competent practice • advice is provided to worker on the full range of legislative provisions relevant to case management worker and organisations responsibilities
2. Provide practice advice on complex cases	• case management plans and feedback on their implementation are thoroughly analysed and assessed and expert advice provided on options for actions and further development • organisational processes for collecting information from key stakeholders are provided to workers to ensure more effective operation • information about relevant legislation and any changes in organisational practices and procedures is provided routinely to workers to promote consistency and quality in practice • progress on case plan is monitored routinely and changes made as required to enable improved service delivery • strategies are implemented to ensure appropriate stakeholders are consulted about specialist information and options for future action

Range of Variables

The contexts for facilitation of ongoing case management practice include:
• professional development and training programs
• practice reviews and audits

Facilitation of ongoing case management practice will be carried out within requirements established by:
• organisational policy and procedures
• relevant program standards
• service and professional standards, including code of professional ethics or code of practice

Evidence Guide

Critical aspects of assessment:
- research current trends in case management
- analysis and evaluation of practices
- planning for practice improvement

Underpinning knowledge:
- theory and practice of case management
- provisions of all relevant legislation and statutory requirements
- practice model of supervision
- codes of practice/ethics
- own value base and belief system

Underpinning skills:
- role modelling
- mentoring
- facilitation of feedback
- team management
- high level report writing and documentation
- research and analysis

Resource implications:
- access to a relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace environment, including testimonials from colleagues, portfolios etc
- assessment is recommended to be conducted on one or more occasion and should reflect a range of information and advice that is disseminated

Contexts 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

CHCCM5A Develop practice standards

Ensuring case management delivery reflects current best practice.

Elements	Performance criteria
1. Promote practice standards	• standards of practice are developed and promoted to staff • strategies to ensure continuous improvement mechanisms relating to case management practice are identified and integrated into work systems • improvement processes are implemented which reflect current research related to practice performance
2. Provide case work consultancy to promote best practice	• coaching and advice on specific casework or supervision practice is provided as required to colleagues and co workers • coaching and advice focuses on ensuring the objectives and principles of case work delivery are promoted and achieved • available opportunities are taken to promote best practice in case management delivery

Range of Variables

The contexts for developing practice standards include:
• practice reviews and audits
• responsibility for interpreting organisational mission, philosophy into practice standards

Developing practice standards will be carried out within requirements established by:
• organisational mission, philosophy and outcomes
• agency policy and procedures
• relevant program standards
• service and professional standards

Specific case work or supervision practice includes:
• developing basic practice skills in workers
• coaching in cases of increased complexity

Coaching and advice may utilise information gathered from:
• current texts and journals
• legislation
• regulations
• practice guidelines and procedures
• relevant specific knowledge in key practice area eg. child protection, juvenile justice, adoption

Evidence Guide

Critical aspects of assessment:
• maintaining knowledge of latest practice
• developing practice standards for a range of issues
• providing consultancy on application of practice standards
• evidence of competence requires demonstration of knowledge related to applying agency and legislative requirements
• competence should be demonstrated using typical processes listed in range of variables

Underpinning knowledge:
- organisational, mission, philosophy
- professional standards/code of ethics
- relevant legislation
- current research in practice standards
- practice standards development models/processes

Underpinning skills:
- mentoring
- consultation
- analysis
- report writing
- research
- liaison with other agencies, professional associations

Resource implications:
- access to a relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace setting
- assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

Contexts of assessment:
- this unit of competency will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCCOM1A Communicate with people accessing the services of the organisation

Elements	Performance criteria
1. Communicate with clients of the organisation appropriately	• verbal and non verbal communication is used as appropriate • short interpersonal exchanges to clarify meaning and understand request/inquiry are conducted • information relevant to accessing the service is provided • time is taken to listen for relevant information concerning inquiry/request • diversity is respected when communicating with clients • messages are responded to appropriately • referral to the appropriate person occurs within organisational guidelines and procedures
2. Present a positive image of the service to the public	• communication with the public is conducted in a courteous manner and respecting privacy • standards of personal presentation are appropriate to the organisation

Range of variables

Clients and others may include:
- family members and friends of the client
- existing clients who do not know what other services are available or how to access those services
- people making general inquiries of the service

Communication may be in:
- English
- sign language
- community language as required by the service/organisation

Diversity may relate to differences and may include:
- physical
- cultural
- religious/spiritual
- social
- age

Organisational guidelines for referral may be:
- written or verbal
- by phone

Communication may be via:
- verbal conversations either in person or via telephone
- written notes
- worker, family member or friend who has second language

Evidence Guide

Critical aspects of assessment:
- relevant policies, protocols, guidelines and procedures of the organisation are followed
- conversations are developed about appropriate topics
- communication that is non discriminatory, supportive and inclusive
- listening and responding to communication initiatives of client
- respect for client is demonstrated
- introduction of self occurs as appropriate
- demonstrates non judgemental attitude in work role

Underpinning knowledge:
- organisational policies and procedures for referral within the organisation
- roles and responsibilities of workers within the organisation
- organisational policies and procedures for privacy and confidentiality of information provided by clients and others
- knowledge of cultures relevant to the particular service
- cultural diversity in Australia

Underpinning skills:
- appropriate communication style
- appropriate verbal and non verbal communication
- language, literacy and numeracy competence required to fulfil the job role and appropriate to the organisation and clients. Language may be English or community language as required by the organisation

Resource implications:
- access to relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace setting
- assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of these who may access the service

Context of assessment:
- this unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions

CHCCOM2A Communicate appropriately with clients and colleagues

Exercising effective communication skills in the workplace.

Elements	Performance criteria
1. Exercise effective communication techniques	• all forms of communication with clients and colleagues reflect an understanding and respect for individual differences and needs • self introduction occurs appropriately • communication is clear and relevant to situation/activities undertaken • touch and other non verbal means of communication are used as appropriate • advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented
2. Follow routine instructions	• workplace instructions are carried out within agreed time frames • clarification in understanding work instructions is sought, when required • difficulties in carrying out instructions are referred to supervisor or appropriate person
3. Complete reports as required	• reports are completed to the standard expected in the workplace • reports are completed within identified time frames • reports are clear and accurate

Range of variables

Individual differences and needs may include:
• developmental
• cultural
• physical
• emotional
• behavioural
• intellectual

Communication includes:
• all verbal and non verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

Communicating effectively will be carried out within requirements established by:
• anti discrimination legislation
• accepted cultural protocols
• accepted language protocols and systems

Exercising effective communication skills includes:
• being non judgemental
• active listening, where culturally appropriate
• non verbal behaviour to indicate understanding of what is being said
• clarifying what is said
• responses that are culturally appropriate
• participating in group processes
Appropriate person may be from within or outside the organisations may be:
• colleagues

- immediate supervisor
- other health workers
- consultant

Instructions may include:
- manufacturer's/operating written instructions
- work unit guidelines, procedures and protocols including occupational health and safety procedures and protocols for using interpreters
- supervisor's or management instructions

Instructions may be:
- written
- verbal

Reports may be verbal or written and may include:
- notes
- records
- memos
- letters
- clients records
- verbal 'hand overs' at the end of a shift

Evidence Guide

Critical aspects of assessment:
- competency should be demonstrated over the range of communication methods used in the workplace (eg oral, written   notes, memos, letters etc) and include communication with both clients and colleagues

Underpinning knowledge:
- principles of effective communication
- dealing with cultural diversity
- referral processes of organisation
- effect of sensory loss and cognitive impairment
- relevant guidelines and procedures, and a range of written material relevant to the job role

Underpinning skills:
- adjusting communication to meet differing needs
- assertion
- active listening and recognition of non verbal triggers
- providing feedback
- minimising conflict and tensions
- reading and writing skills required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to understand symbols used on occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, to reading and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
- literacy may be required in English or a community language depending on the client group
- oral communication skills required to fulfil job roles 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:
- access to appropriate workplace where assessment can be conducted or
- simulated of realistic workplace setting for assessment

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials from clients and colleagues, portfolios etc.
- assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues

Context of assessment:
- this unit is most appropriately assess in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCCOM3A Utilise specialist communication skills

Effective communication in the workplace and applying specialist communication techniques.

Elements	Performance criteria
1. Meet specific communication needs of clients and colleagues	• specific communication needs of clients and colleagues are identified and strategies implemented to ensure these needs are met including: ◊ recognising own limitations ◊ referral to specialists ◊ utilising techniques and aids ◊ providing written drafts ◊ where conflict arises, it is addressed in a timely way and in a manner which does not compromise the standing of the organisation or the integrity of the individual
2. Conduct effective interviews with clients or staff	• a range of appropriate communication strategies are employed in interview situations to: ◊ establish rapport ◊ elicit facts and information ◊ facilitate resolution of issues ◊ develop action plans ◊ defuse potentially difficult situations • records of interviews are made and maintained in accordance with organisational procedures • in conducting interviews and formal discussions, effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to • effective questioning, speaking, listening and nonverbal communication techniques are used during interviews, to ensure the required information or message is communicated • feedback and advice is given in a way which reflects current identified good practice • the conduct of interviews and formal discussions shows due regard to individual differences, needs and rights • appropriate grievance and interviewing procedures are used to deal with problems of a serious nature • referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met

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3.	Contribute to the development of effective communication strategies	• strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised • channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way • coaching in effective communication is provided as required to staff as required • negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation • relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met • all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives
4.	Represent the organisation to a range of groups	• when participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs • presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs • enquiries are responded to in a manner consistent with organisation standards • differences in views are respected and considered in a way that values and encourages other's contributions • written communication is consistent with organisational standards
5.	Facilitate group discussions	• mechanisms which enhance effective group interactions are defined and implemented • strategies which encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members • objectives and agendas for meetings and discussions are routinely set and followed • relevant information is provided to groups as appropriate to facilitate outcomes • evaluation of group communication strategies is undertaken to promote ongoing participation of all parties • the specific communication needs of individuals are identified and addressed

Range of variables

Exercising effective communication skills includes:
• identifying and evaluating what is occurring within an interaction in a non judgemental way
• making decisions about appropriate words, behaviour, posture
• using active listening
• using clarifying, summarising questions
• putting together a response that is culturally appropriate
• expressing an individual perspective
• expressing own philosophy, ideology and background and exploring the impact of this on the communication

Non verbal communication includes:
- gestures
- posture
- facial expression

Types of interviews are:
- related to staffing issues
- routine
- confidential
- evidential
- non disclosure
- disclosure

Interviews may be carried out:
- on an individual or group basis by a range of employees/workers

Interviews will be carried out within requirements established by:
- commonwealth, and state legislation
- international conventions relating to the rights of individuals
- organisation policy and procedures
- relevant program standards

Evidence Guide

Critical aspects of evidence:
- effective communication skills with clients accessing service, and work colleagues
- choose relevant communication techniques and strategies to meet client particular communication need/difficulties

Underpinning knowledge:
- cross cultural communication protocols
- family system models
- recognition of communication styles of individuals
- dynamics of groups and different styles of group leadership
- different communication skills relevant to client group eg signing
- oral communication skills required to fulfil job roles 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

Underpinning skills:
- full range of communication techniques including:
  - ◊ active listening if culturally appropriate, recognition of non verbal triggers
  - ◊ feedback
  - ◊ interpretation
  - ◊ role boundaries setting
  - ◊ negotiation
  - ◊ establishing empathy

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 a workplace setting
- assessment is recommended to be on more than one occasion and must include the range of clients who access the service

Context of assessment:
- this unit should be assessed on the job or through simulation

CHCCOM4A Develop, implement and promote effective communication techniques

Applying higher level communication skills required for effective operation in the workplace.

Elements	Performance criteria
1. Contribute to the development of effective communication strategies	• strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised • in developing and implementing strategies special communication needs are addressed to avoid discrimination in the workplace • channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way • coaching in effective communication is provided to staff as required • negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation • issues are negotiated with key stakeholders, clients and staff in a way which leads to a mutually acceptable outcome • relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met • all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives
2. Represent the organisation to a range of groups	• when participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs • presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs • questions from the audience are responded to in a manner consistent with organisation standards • differences in views are respected and considered in a way that values and encourages other's contributions
3. Facilitate group discussions	• mechanisms which enhance effective group interactions are defined and implemented • strategies which encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members • objectives and agendas for meetings and discussions are routinely set and followed • relevant information is provided to groups as appropriate to facilitate outcomes • evaluation of group communication strategies is undertaken to promote ongoing participation of all parties • the specific communication needs of individuals are identified and addressed

4. Produce quality written materials	• writing is succinct and clear and is presented in a logical and sequential way which matches the audience and the purpose of the document • organisation guidelines and current accepted standards of writing which match the purpose are observed in producing all written documentation • appropriate and timely advice to management and clients is prepared and provided as required • where individual skill levels do not match workplace requirements, appropriate remedial action is taken, including seeking assistance and additional training
5. Conduct interviews	• in conducting interviews and formal discussions effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to • effective questioning, speaking, listening and nonverbal communication techniques are used during discussions and interviews, to ensure the required information is accessed or message communicated • feedback and advice is given in a way which reflects current identified good practice • the conduct of interviews and formal discussions shows due regard to individual differences, needs and rights • appropriate grievance and counselling procedures are used to deal with problems of a serious nature

Range of variables

Oral, written and non verbal communication in the organisation can occur with:
• clients and stakeholders
• representatives of client groups or organisations
• members of the public
• managers and staff in own and other organisations
• private organisations and consultants
• academic institutions, public sector and community organisations
• colleagues in different locations eg. regional/central offices

Written communication can involve both handwriting and operation of word processing equipment. It may take the form of:
• case notes and reports
• minutes of meetings
• routine as well as complex reports
• proposals, project plans and spreadsheets
• general internal and external correspondence
• speeches, journal articles and marketing materials
• instructions, procedures and policies

Oral communication can take the form of:
• seeking and conveying information
• consulting and advising
• formal and informal presentations to different audiences
• structured interviewing for selection or counselling purposes
• leading discussions and briefings
• negotiating
• chairing and participating in meetings
• conflict resolution
• coaching

- advocacy
- on the job training

Clients are defined by the work of the organisation and can include:
- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation

Non verbal communication incorporates using:
- techniques of listening

Evidence Guide

Critical aspects of assessment:
- establishing and maintaining an appropriate network of clients
- incorporating the requirements of specific groups in all client service work

Underpinning knowledge:
- assess cultural communication protocol
- knowledge of different communication styles and techniques
- different interview techniques

Underpinning skills:
- principles and practices of client service delivery
- effective workplace writing
- effective presentation techniques
- effective communication techniques
- operation of interview and other panels
- effective group management processes
- conflict resolution and negotiation

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, including testimonials from clients and colleagues etc
- assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

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

CHCCS0A Deliver service to clients

Services which address the needs of clients are delivered within an established client service plan.

Elements	Performance criteria
1. Identify responsibilities within client service plan	• responsibilities to client are identified and followed according to the client service plan • advice and direction is obtained when appropriate • difficulties in carrying out client service plan are reported and advice sought
2. Deliver client service	• appropriate rapport is established with clients to enable high quality service delivery • all dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation. • individual work is carried out within the client service plan • service delivered to clients is consistent with relevant statutory or legislative requirements • service delivered to client is to the standard required by the organisation • information about client needs, service provided are reported according to organisational practice
3. Respond to changes in client need	• records of changes in client need are maintained as required • potential areas of difficulty in client service delivery are identified, and referred to appropriate person • situations of risk, potential risk or urgent need are identified and reported to appropriate person promptly • strategies to respond to changes in client needs are implemented within the client service plan

Range of variables

Client service plan may include:
• case plan
• care plan
• service delivery plan

Clients may include:
• self referring or referred
• individual members of the public
• other organisations and community groups
• other work areas of the organisation
• individual members of the organisation
• senior management

Reports may be:
• notes
• records
• memos
• letters
• clients records
• verbal 'hand overs' at the end of a shift
Note: not all organisations/services require the completion of written records

Changes in client needs could relate to:

- physical/health status
- mental/health status
- family circumstances
- language
- cultural/beliefs
- family circumstances
- age/stage of life
- remote location/physical surroundings

Accepted service delivery occurs within:
- protocol
- duty of care responsibility
- codes of conduct and ethical performance
- organisational standards

Client service delivery includes:
- the full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisational services

Appropriate person may be:
- supervisor
- administrator
- nurse
- coordinator

Evidence Guide

Critical aspects of assessment:
- understanding of and adherence to own job role and responsibilities concerning client services
- works within client service plan
- establishes rapport with clients

Underpinning knowledge:
- principles of effective client service delivery
- specific services available and provided

Underpinning skills:
- oral communication skills required to fulfil the job role in the organisation/service. Oral skills may include listening to instruction, clarifying worker responsibilities in care/case plan, and providing simple factual information relevant to the workplace and client need. 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 reading and understanding the names and day on a 'blister' medication pack to reading the case/care plan. Language used may be English or community language depending on the client group
- 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 the number of times a service was delivered to a client, and providing this information on an organisational form

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 observation, questioning and evidence gathered from a workplace environment
- assessment may be conducted on one or more occasions but must include the normal range of different client groups/needs

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

CHCCS1A Deliver and monitor service to clients

Applying defined organisational services which address the needs of clients.

Elements	Performance criteria
1. Identify clients needs	• client needs and rights are identified, and opportunities for a targeted service to meet them are assessed • appropriate service is identified and selected to meet client needs within the scope of area of responsibility • where it is required, appropriate immediate action is taken to address urgent needs • special needs of clients are identified and considered in providing and targeting services • potential areas of difficulty in client service delivery are identified, and appropriate actions taken to address them • records of client interaction are maintained in accordance with organisational procedures
2. Deliver client service	• appropriate rapport is established with clients to enable high quality service delivery • all dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation. • individual work is planned and carried out to ensure client service delivery is prompt and to the standard defined by the organisation • service delivered to clients upholds the reputation of the organisation and is consistent with relevant statutory or legislative requirements • information about client needs, issues, rights and the range of services available is collected and maintained as required
3. Review client service	• procedural aspects of service delivery are monitored and records maintained as required • mechanisms are implemented to collect, record, analyse and report client service feedback • modifications to client service are carried out as required within the area of responsibility

Range of variables

Client service delivery includes:
• the full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisational services

Clients may include:
• self referring or referred
• individual members of the public
• other organisations and community groups
• other work areas of the organisation
• individual members of the organisation
• senior management

Special client needs could relate to:
- disabilities
- language
- gender
- culture
- age
- remote location

Accepted service delivery occurs within:
- protocol
- duty of care responsibility
- codes of conduct and ethical performance
- organisational standards

Evidence Guide

Critical aspects of assessment:
- establishing rapport with clients
- incorporating requirements of a diverse range of clients into service delivery

Underpinning knowledge:
- principles of effective client service delivery
- specific services available and provided
- differences in client needs and how to accommodate these needs in service delivery

Underpinning skills:
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or a community language depending on service/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 or evidence gathered from the workplace
- assessment may be conducted over one occasion but must include a range of client needs

Context of assessment:
- this unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions

CHCCS2A Deliver and develop client service

Meeting the specific needs of a broad range of existing and new clients within a defined framework.

Elements	Performance criteria
1. Target client services	• in identifying and assessing client needs, due consideration is given to individual rights, relevant community requirements and the organisational statutory and legislative environment • client profiles are established and maintained in accordance with organisational and legislative requirements and used to monitor delivery of appropriate services • in response to identified client needs and rights, a client service delivery plan is developed and includes aims and objectives, resourcing implications, evaluation strategies and contingency plans • appropriate client service is identified and selected to meet client needs within the scope of area of responsibility • a range of mechanisms are implemented to ensure regular client service feedback is sought to gauge levels of satisfaction • client service feedback is recorded, analysed and reported to appropriate personnel to ensure any problems are resolved and improvements implemented • where client data and profiles indicate inability of the organisation to meet client needs, work is undertaken to redesign services or refer clients to another organisation as required
2. Deliver client service	• dealings with clients are consistent with their needs and rights, with accepted practice and codes of conduct of the organisation and duty of care responsibilities • service delivered to clients upholds relevant statutory and legislative requirements, the reputation of the organisation and the area of work • client service delivery is based on accurate and up to date information about client, service options and the service being delivered • all appropriate documentation related to client service delivery is completed and maintained according to organisational standards • strategies are implemented to ensure client services are routinely reviewed in the light of client needs and rights and organisational policies and capabilities, and remedial action is implemented as appropriate
3. Develop and promote client services	• wherever opportunities arise the service delivery of the organisation is promoted • services to existing and/or potential clients are promoted to ensure that the details of the full range of services are understood • a range of service options for clients is effectively developed, documented and promoted to facilitate informed client access to services • clients are assisted to identify their needs and rights and select the best available service

Range of variables

Client services are:
- specific to the organisation

Clients may include:
- self referral or referred
- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation
- senior management

Special client needs could relate to:
- disabilities
- language
- gender
- culture
- age
- location

Evidence Guide

Critical aspects of assessment:
- establish and maintain a network of service providers
- incorporate the requirements of all groups in client service delivery
- responsiveness to client needs

Underpinning knowledge:
- principles of effective client service delivery
- organisational specific client services provided
- promotion and marketing of services
- service delivery skills
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

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 eg. testimonial from clients and colleagues, promotional material etc.
- assessment may be conducted on one occasion but include assessment of competency in dealing with a range of existing and new clients

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

CHCCS3A Coordinate the provision of services and programs

Identifying a range of service options which meet existing client needs.

Elements	Performance criteria
1. Analyse client needs	• information on the client is used to target service provision for clients and to enable quality service to be provided • procedures are established and applied to monitor, assess and report client satisfaction with service delivery • appropriate interaction and consultation with clients is undertaken to monitor changing needs so they can be addressed • advice or services are sought from other workers or agencies as required
2. Provide and review client service	• mechanisms are put in place to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate • review of client services reflects consultation with all relevant people • client service delivery upholds the reputation of the organisation, addresses individual differences of clients and meets duty of care responsibility • problems in addressing client needs are identified and addressed in accordance with organisational procedures • all relevant documentation relating to clients and the service delivery is maintained and communicated in accordance with organisational procedures • the provision of client service is within procedural and legislative requirements and maintains high standards of delivery • provision of services from other workers or agencies is sought as required
3. Plan and develop client service	• appropriate planning is undertaken to ensure client needs are met • required programs are developed • changes to client service is within policy and budgetary frameworks • training is undertaken as required to enable the implementation of appropriate means to meet changing client needs and community expectations • specified aspects of the service or service delivery are modified as needed to meet changing client and service requirements • changes to client service is within procedural and legislative requirements and maintains high standards of delivery • appropriate planning is undertaken to ensure client needs are met • required programs are developed

Range of variables

Client services are:
- specific to the organisation

Clients may include:
- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation
- senior management
- service users

Relevant people may include:
- clients
- family and personal network of clients
- other workers

Special client needs could relate to:
- disabilities
- language
- gender
- culture
- age
- remote location

Requirements for training may be identified by:
- relevant program manager
- supervisor

Evidence Guide

Critical aspects of assessment:
- establish and maintain a network of service providers
- incorporate the requirements of all groups in client service delivery
- responsiveness to client needs

Underpinning knowledge:
- design and development of client services
- principles of effective client service delivery
- specific client services provided
- strategic planning and organisational development
- evaluation principles and practices

Underpinning skills:
- ability to analyse client needs
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

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 eg. testimonials from clients
- assessment may be conducted on one occasion but should include all aspects of service provision ie. analyse, review, plan and develop service etc.

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

CHCCS4A Manage the delivery of quality client service

Ensuring the needs of existing and new clients continue to be met within complex or changing circumstances.

Element	Performance criteria
1. Coordinate services provided to clients	• all work is undertaken to ensure appropriate and accurate records of client needs and service delivery options are developed and maintained • information on clients and delivery options is routinely collected and analysed to ensure services delivered reflect client needs and rights, current best practice, organisational and legislative guidelines, ethical practices and duty of care considerations • understanding of all the relevant options for service delivery is used to match services to client's needs and rights • all available opportunities are used to promote client services and their benefits • the strategic direction of the organisation, individual and community needs and external requirements guide the provision of client services • performance indicators are developed and implemented to routinely monitor client service delivery
2. Plan client service delivery	• appropriate goals, strategies and outcomes are negotiated and agreed with the client before commencing work • strategies are identified to deal with contingencies which may arise • relevant support/expert people and organisations are identified to maximise effectiveness
3. Review client services	• client requirements and service delivery are reviewed routinely to ensure they continue to match • review of service delivery involves client and all other relevant personnel • changes in circumstances, environmental factors or alterations to client needs and rights are monitored and incorporated in review of service delivery • client service is modified to reflect changing needs and rights and feedback on effectiveness of service delivery • appropriate work is undertaken to ensure client's concerns about the service are resolved and complaints of a serious nature dealt with in accordance with organisational procedures

Range of Variables

Client services are:
• specific to the organisation

Clients can include:
• self referral or referred
• individual members of the public
• other organisations, community groups and individuals
• other work areas of the organisation
• senior management

Evidence Guide

Critical aspects of evidence:
- establishing and maintaining a network of clients
- incorporating the requirements of specific groups in all client service work
- meeting quality service standards

Underpinning knowledge:
- design and development of client services
- legislative and statutory frameworks influencing provision of client services
- current development in effective client service delivery
- marketing and promotion techniques
- evaluation and review
- strategic planning and organisational development

Underpinning skills:
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

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 eg. portfolios, completed records of client needs etc.
- assessment may take place on one occasion but should include assessment of all aspects of delivery of a quality client service and with a range of new or existing clients

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

CHCCS5A Identify and address specific client needs

Undertaking routine assessment of client needs and matching them to services and products provided by the organisation.

Elements	Performance criteria
1. Establish a rapport with clients	• appropriate language and interpersonal skills are employed to establish rapport with clients • interactions with clients are in accordance with organisation's standards and procedures • interviews and interactions with clients are conducted in a manner which promotes positive client participation
2. Extract and analyse information of client needs	• organisational mechanisms are applied to identify and assess client needs • information on relevant environmental issues affecting clients is collected and utilised in assessment • decisions about the matching of services to client needs, is based on up to date information
3. Match services to client needs	• services which match to client needs are identified from within the organisation • where clients have a complexity of needs or there are issues outside the area of responsibility, support is sought and appropriate referrals made according to organisational procedures • clients are provided with relevant information about the services available to them, in a timely manner • work is undertaken within the scope of the area of responsibility, to ensure that clients have access to services which meet their needs • all advice to clients about available services is consistent with current relevant, legislative and statutory framework and the practices of the organisation • all appropriate record keeping and reporting is undertaken in accordance with defined procedures

Range of Variables

Clients may include:
• individual members of the public
• referred or self referred
• people with specific needs seeking access to services
• family members and significant others

Organisational standards and procedures include those relating to:
• duty of care
• client interviews and client/staff relationships
• administration of questionnaires and other testing instruments and checklists
• completion of forms and applications

Interviews cover:
• telephone and in person
• through an interpreter or other specialist assistance
• scheduled and impromptu

Client information includes:
- personal and confidential information provided by the client and/or referring agency/person
- client feedback data
- internal organisational information resulting from meetings and assessment panels

Client services include:
- income support (including disability, aged and sole parent support)
- financial and community support services
- training and employment services
- recreational activities
- care and support
- transport and communication
- referrals to specialist services
- referrals to community support and/or education groups
- community participation

Accepted organisational procedures and practice include those related to:
- collection and storage of information
- client interview protocols and procedures
- client communication protocols
- assessment for eligibility to access particular services

Work undertaken includes:
- accessing and providing information about services available from within, and outside the organisation
- assistance in completing forms eg. applications, and other written materials/submissions
- assistance in seeking access to specific services
- establishing contact with appropriate people to provide support to clients
- setting up meetings and interviews for clients
- acting as spokesperson, as required, for clients

Evidence Guide

Critical aspects of assessment:
- administration of the organisation's instruments and information gathering mechanisms to assess client needs and their eligibility for specific services
- conducting an assessment interview within defined area of responsibility
- selecting an appropriate service from a range provided by the organisation to match to client needs

Underpinning knowledge:
- legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- organisational procedures, protocols and practice for client assessment and allocation of services
- relevant assessment instruments

Underpinning skills:
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

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 eg. testimonials from clients or colleagues, completed client records etc.
- it is recommended that assessment may take place on one occasion but must include clients with a range of different 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

CHCCS6A Assess and deliver services to clients with complex needs

Undertaking assessments of more complex clients needs and matching to services available.

Elements	Performance criteria
1. Assess and analyse client needs to ensure they can be met	• appropriate language and interpersonal skills are employed to ensure the diverse needs of clients are identified • appropriate mechanisms are employed to ensure that all relevant client information is collected • additional information is sought from specialists as required to assist in assessment of clients • all dealings with clients are consistent with organisational standards and practices • information collected is recorded and stored in accordance with organisational procedures • information about client needs is assessed in accordance with accepted organisational procedures to inform decisions about the relevant services which can be provided to best address client needs • client information is assessed for complexity, urgency and eligibility so that priorities for service delivery can be identified • clients are provided with all relevant information about the range of services required and available to them • decisions about client needs are based on a full range of relevant information including medical, pharmacological information
2. Identify and provide for the delivery of services to meet client needs	• services which match to client needs are identified from within and outside the organisation • relevant networks are established and maintained, to ensure referral of clients to appropriate services • appropriate work is undertaken to assist clients to access targeted services from within and outside the organisation • clients are provided with information about the services available to them in accordance with organisational procedures • work is undertaken within the scope of the area of responsibility, to ensure that clients have access to services which meet their needs • decisions about targeting of client services is based on up to date information about the client and available services • own limitations in assessing and addressing client needs are identified, and where appropriate, assistance is sought from colleagues, senior staff and experts in the area • appropriate referrals to specialist services is made based on the assessment of client needs

3. Evaluate client service delivery	• the allocation of services delivered to meet client requirements is reviewed routinely, or as required, to ensure a continuing match • changes in circumstances, environmental factors or urgency of client needs are reviewed in accordance with organisational practices and procedures to ensure client needs continue to be met • client feedback on adequacy of service delivery is collected as required by the organisation, to inform revision of service delivery arrangements • feedback on individual performance in client service delivery is routinely sought from colleagues and clients

Range of Variables

Clients include:
• individual members of the public
• referred or self referred
• people with specific needs seeking access to services
• family members and significant others

Language and interpersonal skills include:
• means for communicating with people with disabilities or where English is not the first language
• means for communication with people in particular communities
• communication with different age and gender groups

Client services include:
• income, financial and community support services
• employment services
• access to recreation services
• care and support services
• transport and communication services

Complex issues include:
• combinations of health, social , economic and personal factors

Information collection mechanisms include:
• interviews with clients, family, significant others and carers
• questionaries
• applications and other forms
• case documentation
• using specialist communicators
• classification tools
• information from professionals including medical reports
• information from service providers

Networks include:
• specialist providers in the community services and health areas including health assessments
• specialist services to assist communication with client and identification of their needs
• providers of any of the identified client services required by clients of the organisation

Evidence Guide

Critical aspects of assessment:
- administration of organisations' instruments and mechanisms to assess client needs
- selecting appropriate services from a range of services provided by the organisation to match client needs
- selecting from others services available in the broader community to address client needs
- developing and maintain appropriate networks
- providing referrals to relevant organisations or providers of specialist services

Underpinning knowledge:
- 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:
    - ◊ income/economic
    - ◊ health
    - ◊ social
    - ◊ community support and interaction
    - ◊ education and training
    - ◊ employment
    - ◊ impact of assessment
    - ◊ client needs
    - ◊ local services available for clients

Underpinning skills:
- high level interpersonal skills
- analysis and judgement
- risk management
- oral communication skills required to develop rapport with client. Oral communication skills may include listening, asking questions, providing encouragement. Language used may be English, sign language or community language depending on client group
- literacy competency required to fulfil the procedures of the organisation/service. Language used may be English or community language depending on service/organisation

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

CHCCS7A Coordinate the assessment and delivery of services to clients with particular needs

Coordination of programs to ensure that individual needs of clients are met within organisational parameters.

Elements	Performance criteria
1. Identify program requirements for individual clients	- procedures are put in place to promote consistency and adherence to organisational standards and procedures when dealing with clients - programs are implemented to promote staff use of appropriate language and interpersonal skills with a diverse client group - appropriate support is provided to staff to implement the organisation's accepted client service practices - strategies and mechanisms are developed and implemented to ensure that all relevant client information is collected, maintained, stored and accessible to relevant personnel - procedures are put in place to ensure staff have access to additional specialist information and assistance when assessing client needs - procedures are put in place to ensure staff have ready access to up to date and relevant information about the range of services available to clients
2. Coordinate program delivery to ensure client needs are addressed	- mechanisms are put in place to ensure client services delivered from within and outside the organisation can be identified by staff - organisational procedures are developed to ensure clients will be provided with timely, accurate and relevant information about the services available to them - relevant networks are established and maintained, to ensure appropriate referral of clients to services from within and outside the organisation - procedures are put in place to ensure that decisions about targeting of client services is based on up to date information about the client and the services available - procedures are put in place to ensure that referrals to specialist services are based on the matching of the assessment of client needs and availability of services
3. Coordinate the evaluation of client service delivery	- routine procedures are developed and implemented to check that allocated service delivery continue to match client requirements - procedures are developed and implemented to monitor and address changes in circumstances, environmental factors or urgency of client needs - procedures are put in place to collect and evaluate feedback on the adequacy of client service delivery in meeting needs

Range of Variables

Clients include:
- individual members of the public
- referred or self referred
- people with specific needs seeking access to services
- family members and significant others
- carers

Language and interpersonal skills include:
- means for communicating with people with disabilities or where English is not the first language
- means for communication with people in particular communities
- communication with different age and gender groups

Client services include:
- income, financial and community support services
- employment services
- access to recreation services
- care and support services
- transport and communication services

Clients with particular needs may include:
- a combinations of health, social , economic and personal factors

Information collection mechanisms include:
- interviews with clients, family, significant others and carers
- questionaries
- applications and other forms
- case documentation
- classification tools

Networks include
- specialist providers in the community services and health areas including health assessments
- specialist services to assist communication with client and identification of their needs
- providers of any of the identified client services required by clients of the organisation

 Feedback includes from:
- client questionnaires and surveys
- experts and specialist providers
- the community
- funding or regulatory bodies
- organisational review

Evidence Guide

Critical aspects of assessment:
- administering organisations' testing instruments to assess client needs
- selecting appropriate services from a range of services provided by the organisation in the broader community to match client needs
- developing and maintaining appropriate networks
- providing referrals to relevant organisations or providers of specialist services based on assessment of client needs

Underpinning knowledge:
- legislative requirements and provisions relevant to area of service delivery
- program development and evaluation
- effective operation of networks
- indicators of health and other complex issues outside of immediate area of client service delivery
- accepted practices for delivery of services to particular clients in work area
- issues affecting particular client groups including:
    - ◊ income / economic

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       ◊ health
       ◊ social
       ◊ community support and interaction
       ◊ education and training
       ◊ employment

Underpinning skills:
- coordination of work teams
- client service delivery
- analysis of complex information
- decision making under pressure

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 eg. testimonials from clients and colleagues
- assessment may take place on one or more occasions but must include a number of clients with particular 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

CHCCWI1A Operate under a case work framework

Optimising the effectiveness of interaction with client by using appropriate skills to implement a case plan.

Elements	Performance criteria
1. Establish an appropriate working relationship with clients	- Effective communication strategies are utilised routinely to ensure: ◊ clients identify their needs ◊ individual and cultural differences are accommodated - the rights and responsibilities of clients and workers are defined and appropriate boundaries are established and maintained - where appropriate clients are assisted to obtain counselling or communication skills training - client's information needs are identified and actions to satisfy these are agreed and implemented as appropriate - interaction with clients is maximised by utilising appropriate communication, thoroughly exploring problems and possible solutions, and providing a supportive environment which encourages clients to take control of their lives
2. Uphold the rights and responsibilities of clients	- the rights of clients and the range of options for addressing these are defined and agreed - the responsibilities of clients are discussed with them to ensure common understanding - individual and cultural differences relating to rights and responsibilities are recognised, and explained along with strategies to deal with these - appropriate services required by the client are identified and their delivery planned in consultation with the client and other relevant people

Range of Variables

The contexts for establishing a relationship with clients include:
- contact with a service on a voluntary or involuntary basis
- request for general or specific information
- pre, during and post intervention

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:
- facilitating communication of rights, responsibilities, limits and extents of roles and service provision
- observing and collecting feedback about behaviour, actions, progress with goals
- identifying limits of role and taking actions to contact appropriate people
- presentation of information within an informal and formal setting
- applying knowledge related to organisational and legislative requirements

Underpinning knowledge:
- communication techniques and models
- organisational policies, procedures and philosophies
- legislative and statutory requirements
- conventions on rights of children, young people, civil rights and basic human rights
- service protocols, processes and models
- basic counselling techniques
- basic information collection techniques
- client/worker relationship
- range of available services
- indicators of abuse and appropriate intervention strategies
- family structures and dynamics

Underpinning skills:
- communication and establishing rapport
- client assessment and behaviour observation
- determining and maintaining role boundaries
- use of personal and professional authority and influence to support or confront
- behaviour management
- stress management

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

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

CHCCWI2A Implement a case work strategy

Implementing an effective working relationship with clients under a case management framework.

Elements	Performance criteria

1. Establish an appropriate working relationship with clients	• effective strategies are used routinely to ensure:
	  ◊ clients identify their needs and goals
	  ◊ individual and cultural differences are addressed
	  ◊ areas of resistance/conflict are identified and appropriately resolved
	  ◊ appropriate levels of consultation are implemented
	  ◊ the experience and life skills of the client are appropriately addressed
	  ◊ relevant information is collected
	• processes are implemented to reach agreement on meeting procedures, consequences of actions and cooperative relationship
	• negotiable and non negotiable aspects of intervention are clarified
	• boundaries between client and worker, including roles, responsibilities and accountabilities, are defined and maintained to ensure compliance with statutory requirements and duty of care responsibilities
	• strategies are implemented to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention

2. Promote preventative strategies	• a full range of opportunities is provided for clients to engaged in identification of problems and solutions • a range of strategies is employed to assist clients to meet specific targets and to gain control over their lives • an appropriate range of opportunities are identified, developed and initiated in accordance with organisational policies and procedures and client needs • client progress and involvement in activities is encouraged and monitored and appropriate action taken to maximise individual skill development

3. Provide a specialist service to clients	• all appropriate documentation is completed and maintained in accordance with organisational and statutory standards and requirements
	• procedures are implemented to ensure information sharing between key stakeholders is facilitated
	• all dealings with the client(s) reflect:
	  ◊ accepted organisational standards of behaviour
	  ◊ mutual respect
	  ◊ commitment to information sharing and dissemination
	  ◊ adherence to agreed plan
	  ◊ sensitivity to cultural, family and individual differences
	  ◊ ability to work with the client in the context of the family and broader community
	  ◊ application of the organisation's philosophy
	  ◊ compliance with statutory requirements and duty of care responsibilities

Range of Variables

The contexts of working with clients include:
- contact with a service on a voluntary or involuntary basis
- contact with a statutory activity eg. notification, first juvenile offence
- within an intervention
- within a support activity or service

Implementation of a working relationship 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
- organisational codes of conduct, ethics

Evidence Guide

Critical aspects of assessment:
- facilitating exploration of issues
- establishing role definitions
- identifying and working constructively with conflict and resistance
- monitoring own positions and reactions
- clarifying differences in perception
- problem exploration within a pro active framework

Underpinning knowledge:
- relevant policy, procedures and legislation
- cultural protocols and systems
- statutory requirements
- group processes
- appropriate social work theories
- client worker relationships
- range of services - programs available

Underpinning skills:
- working with conflict, resistance and levels of risk
- empathy, engagement and rapport building
- effective listening
- goal clarification
- communicating interest, respect and concern
- articulating clearly boundaries of own role
- recognising signs and triggers for dependency
- devise and develop tasks to help clients understanding and problem solving efforts
- constructive use of personal and professional authority and influence to support or confront
- interpersonal skills

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

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

CHCCWI3A Work with clients intensively

Delivering of targeted specialised client services based on individual case management and intervention.

Elements	Performance criteria

1. Provide high quality case work	• appropriate strategies and activities are made available to the client to facilitate achievement of agreed goals and to maximise outcomes within statutory, legislative and organisational requirements
	• the rights and responsibilities of clients are identified and effectively communicated to the client
	• when working with groups, appropriate processes are employed to optimise outcomes
	• appropriate strategies are implemented to continually monitor the effectiveness of approaches in achieving agreed goals, enabling client access to relevant services and programs and meeting client and stakeholder needs
	• any proposed changes are negotiated with clients and other relevant parties
	• potential and actual difficulties and crises are responded to appropriately including:
	   ◊ identifying a range of relevant strategies
	   ◊ engaging behaviour consistent with organisational standards
	   ◊ accessing relevant emergency services as required
	   ◊ providing appropriate debriefing to relevant parties
	• appropriate mechanisms are implemented to assess the need to make changes to case plans and strategies
	• where decisions are made to implement case closure, procedures employed are consistent with organisational procedures

2. Enlist specialist services	• assessment of the need for specialist services includes consideration of:
	   ◊ severity of client needs
	   ◊ agreed goals and planned outcomes
	   ◊ resources
	   ◊ the degree of community and family support
	   ◊ the workers skills and work capacity
	• where referrals are made to specialist services, processes are implemented to ensure progress will be monitored

3. Establish transition processes	• the need for ongoing resources, services and support are negotiated with relevant people • arrangements for participation in programs and other support activities are made with relevant parties • appropriate levels of ongoing contact with client and significant others is negotiated to ensure needs continue to be met once intensive work is completed

Range of Variables

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

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

Underpinning knowledge:
- counselling models/practices
- professional service provision codes of conduct, ethical codes, referral protocols
- group dynamics models/practices
- range of services available
- organisational procedures and program standards
- indicators of pathology ie. substance abuse, mental health
- cultural protocols, taboos and language systems
- facilitation model/practices
- statutory mandate and responsibilities
- behaviour change models/practices
- stress indicators

Underpinning skills:
- demonstration of empathy
- relationship building
- counselling
- communication
- negotiation
- managing groups
- stress management
- assertion
- conflict management

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 a number of clients

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

CHCGROUP1A Support the activities of existing groups

This unit describes the functions of supporting identified existing community groups through the provision of resources.

Elements	Performance criteria
1. Respond to requests for support from existing groups	• opportunities are provided for groups to express their need for support • information is made available and options for meeting needs are developed and presented • provision of support is within organisational policy and criteria and within the job role
2. Provide resources	• the nature of resources, their availability and guidelines for use are clearly described to groups seeking support • a cooperative approach to the use of resources is encouraged • guidelines determining criteria, allocation and conditions of use are applied • advice is provided on alternative sources of resources • reports on the demand and use of resources are provided where required

Range of variables

Support will include:
• resources managed by the organisation
• information about resources managed by other organisations
• advice and information

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

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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

Underpinning 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

Underpinning 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

CHCGROUP2A Support group activities

Participating in, and providing general support for a range of informal and formal groups in a variety of settings.

Elements	Performance criteria
1. Identify the purpose of the group	• activities which meet the purpose of the group are identified and determined with the members of the group • rules for group behaviour are discussed and established with all group members • individual differences of workers and group members are identified, acknowledged and respected • the goals, needs and expectations of the participants is sought, received and accommodated according to available resources
2. Establish relationship with the group	• roles played by group members including the worker are defined • a suitable level of participation is encouraged • group is informed of resources available to meet group's needs • the capacity of the worker to respond to group's needs is assessed and communicated to the group, in an appropriate manner • the most appropriate support to achieve the objectives of the activity is selected and implemented • clear communication is modelled to group members • group members are encouraged to use clear and appropriate communication • communication and interactions with group members respects individual differences and needs • communication and interactions with group are appropriate to aim and purpose of group • appropriate processes are implemented as necessary to address breaches of behaviour • participants are encouraged to agree on and abide by a set of appropriate guidelines • the group's achievements are promoted in a way which motivates and recognises participants' efforts • where required, records of group interaction are kept in a manner consistent with organisation's documentation requirements
3. Organise resources for group activities	• work is undertaken to ensure adequate resourcing is available • availability of resources and guidelines for use are communicated to group • a cooperative approach to the use of resources is encouraged • reports on the use of resources are completed if required • reports are completed to standard required by organisation

Range of Variables

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 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 evidence:

- support group activities for formal and informal groups
- participate in for a variety of group activity types identified in the range of variables or in the workplace
- provide support for appropriate target groups

Underpinning 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

Underpinning 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

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

CHCGROUP3A Plan and conduct group activities

Participating in, establishing and leading a range of informal and formal groups in a variety of settings.

Elements	Performance criteria
1. Address resourcing issues for group activities	• planning of group activities includes consideration of: ◊ the purposes, defined according to the identified needs of the client group ◊ the human, financial and physical resources required • where required resources are not immediately and readily available appropriate submissions are made to potential sources of assistance and resources • 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	• 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 • 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 • the purpose of the proposed group activity is translated into a set of aims and objectives • 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 • contributions and suggestions to group planning processes are dealt with in a way to promote continued participation • 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
3. Manage group processes including responding to conflict	• opportunities are promoted for open dialogue and active listening between group members • sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability, is encouraged and modelled • when conflict threatens or arises: ◊ strategies to prevent it are implemented within the role, power and capacity of the worker ◊ the outcomes of positive conflict are identified and reinforced ◊ relevant principles and practices of conflict resolution are clarified and confirmed and agreement sought to implement them ◊ acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged ◊ opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict resolution processes

4. Evaluate group activities	• aims and objectives of the group activity provide the basis for evaluation and feedback • feedback from all group participants is sought on leadership style, group process, achievement of objectives, other achievements and areas for development • evaluation data is documented according to organisational procedures and distributed to relevant people

Range of Variables

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
• facilitation

Resources will include:
• information/referrals
• facilities
• equipment/materials
• administrative support
• facilitation of meetings
• worker skills/expertise

Evidence Guide

Critical aspects of evidence:
- support group activities for formal and informal groups
- participate in for a variety of the group activity types identified in the range of variables
- provide support for an appropriate target group, defined by factors as listed in the range of variables

Underpinning knowledge:
- dynamics of groups
- different styles of group leadership and decision
- effective communication strategies
- organisation's policies, principles and procedures
- organisation's and community resources

Underpinning skills:
- conflict management
- developing and maintaining positive relationships
- effective group management

Resource implications:
- access to appropriate workplace or community setting 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 eg. testimonials from group members, portfolios
- 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

Context of assessment:
- 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

CHCINF1A Process and provide information

Correctly handling organisational information including incoming and outgoing communications and enquiries.

Element	Performance criteria
1. Process and prepare information	• incoming and outgoing information and correspondence is managed according to organisational procedures • enquiries are responded to promptly and according to established procedures • information is provided to other staff when relevant
2. Store and maintain information	• information is kept in accordance with organisational guidelines • access to information is provided to appropriate staff • confidentiality and security of information is maintained • breaches of confidentiality are reported to supervisor or management
3. Provide prepared information to promote access to services	• the range of client services available is identified including the service provided by the organisation • prepared information or details of a range of services are provided to clients when required • where appropriate, specialist information, advice and assistance is sought from supervisor on behalf of client • problems relating to providing information about services are referred to supervisor

Range of variables

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 or
- electronic

Prepared information may be:
- pamphlets on services
- literature

Evidence Guide

Critical aspects of assessment:
- relevant policies, guidelines and procedures of the organisation/service relating to organisational information are followed

Underpinning 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

Underpinning 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

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

CHCINF2A Maintain organisation's information systems

Collecting, storing and providing accurate and current information to clients.

Element	Performance criteria
1. Maintain accurate records	• information needs of clients and key stakeholders are identified and options for meeting them are negotiated with client and other relevant people • records and information are updated and maintained in accordance with organisational procedures and breaches are reported to supervisor or management • appropriate and relevant sources of information are identified and accessed so the organisation is able to provide information relevant to its service delivery • specific information, including client assessment and referral records is maintained in accordance with organisational procedures and consideration of confidentiality • reports are prepared and presented to the required standard
2. Handle organisational correspondence	• incoming correspondence is dealt with according to established organisational guidelines • outgoing correspondence is prepared and dispatched in accordance with organisational procedures
3. Provide information as required	• information is collected, indexed and maintained in accordance with organisational procedures and requirements and to assure its currency and relevance • required information is prepared and presented in a manner appropriate to the audience and the purpose and is consistent with organisational procedures • client statistics, inquiries and other data are collected and maintained as required • appropriate processes are utilised to undertake data handling and processing to satisfy workplace needs

Range of Variables:

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
- 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:

Critical aspects of assessment:
- worker maintains accurate and up to date records
- worker demonstrates ability to provide information when it is required

Underpinning 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

Underpinning 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

CHCINF3A Coordinate information systems

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	• the appropriate information is identified, accessed and collected in order to meet:
	  ◊ client needs
	  ◊ specific workplace needs
	  ◊ organisational needs
	• all processes and procedures promote:
	  ◊ confidentiality
	  ◊ security
	  ◊ integrity of the information
	• information is collated, prioritised and stored according to the purpose of the record and established procedures
	• information gathered is relevant, accurate and consistent with the organisation's values and client needs

2. Prepare and present reports	• reports prepared meet:
	  ◊ audience/client needs
	  ◊ standard reporting protocols and procedures
	  ◊ organisational criteria
	• conclusions and recommendations included in reports are clearly supported by the information gathered and verifiable evidence
	• 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
	• reports are circulated to key people and their feedback is assessed for relevance and incorporated into the report
	• reports are presented to appropriate person/s for implementation in accordance with organisational guidelines

3. Supervise processes for collection, use, storage and dissemination of information	• issues arising from day to day operation of information systems are monitored and solutions are developed cooperatively • appropriate training opportunities are provided for staff to ensure effective use of relevant technology • where appropriate advice on complex areas of information is provided • processes for dealing with information requests and exchanges are developed

Range of variables

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

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

Underpinning knowledge:
- available sources of information
- organisation polices 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

Underpinning 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

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

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CHCINF4A Manage the organisation's information systems

Coordinating information systems including as a supervisor of a work area/program.

Element	Performance criteria
1. Identify and address information requirements	• information requirements are identified in terms of their relevance to organisation and worker goals and objectives and expected outcomes for clients • relevant information is collected and analysed and used to inform decision making • sources of relevant information are identified, utilised and periodically evaluated • 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	• issues arising from day to day operation of information systems are elicited, monitored and verified • staff are provided with information about relevant policies and procedures including confidentiality, ethics and security protocols, and management is advised of any breaches • advice on complex information requests is provided as required • processes and appropriate administrative procedures for dealing with information requests and exchange are developed, implemented and evaluated • contribute to design of administrative procedures and policies

3. Establish and manage systems to record, store, process and distribute information	• strategies are developed and implemented to ensure all aspects of information collection and storage, dissemination and disposal complies with relevant organisational and statutory requirements • 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 • 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 • systems are established and implemented to ensure appropriate availability of information for clients and the organisation • currency validity and usefulness of information is monitored and appropriate actions taken for disposal or storage • the application of available technology is investigated and analysed for appropriateness to day to day and specific operations • staff is appropriately informed about the correct use of equipment in accordance with manufacturer's specifications, and occupational health and safety guidelines • access for staff to training and operation of current and emerging technology is investigated and integrated into planning for day to day operations • 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	• guidelines for the production of educational and informational resources are developed in consultation with clients and stakeholders • appropriate expertise is recruited to develop the designated information and educational resources to optimise their impact • opportunities are provided for users of organisational information to advise on the development of information and educational resources • relevant cultural considerations are incorporated in the development of information/education resources

Range of Variables

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

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

Underpinning 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

Underpinning 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

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

CHCINF5A Meet statutory and organisational information requirements

Ensuring the information system of the organisation is effective and efficient.

Element	Performance criteria
1. Identify information requirements	• information requirements are identified in relation to organisation and worker goals, objectives and expected outcomes • information needs are collected, analysed and prepared in ways to inform decision making
2. Review options for systems to obtain information	• sources of information are identified and periodically evaluated • options for information systems are identified, evaluated and prepared in ways that users can contribute to their development • financial and technological resources required for systems are identified and evaluated
3. Establish and manage systems to record and store information	• 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 • any substantial breakdowns in the methods of recording, storing and accessing information are analysed for cause and effect, and corrective action is taken • systems are established and implemented to ensure availability of information especially for direct use of clients • validity and usefulness of information is monitored and appropriate actions taken for disposal or storage
4. Support and supervise the development of information and educational resources	• guidelines in terms of content and format are developed in consultation with clients and other stakeholders, for the production of educational and informational resources • appropriate expertise is recruited to develop the designated information and educational resources • opportunities are established for users of information to monitor and advise on the ongoing development of information and educational resources
5. Provide staff training	• worker's training needs in relation to the information acquisition system, information record and storage system, and the preparation of educational resources, are determined • training, or retraining is organised in accordance with the competency standards required, the training needs analysis and the organisation's policy

Range of Variables

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

Contexts for 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

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 agency and legislative requirements processes listed in the range of variables

Underpinning knowledge:
- application of information technology
- workload analysis models/systems
- operations of the agency
- relevant policy and procedures and work systems
- systems analysis models/theories
- relevant legislation
- range of current and emerging information technology
- consultation processes and techniques
- communication dissemination models

Underpinning skills:
- assessment of information needs
- analysis
- planning
- consultation/facilitation
- report writing
- running reviews
- accessing/researching current emerging technology
- marketing technology
- communication/dissemination strategies

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

CHCINF6A Manage information strategically

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	• the needs of the organisation and its clients are used as the basis for developing information strategies which reflect current relevant legislation • guidelines and strategies are developed based on analysis of current and emerging technology to improving work practices • factors impacting on strategic development of information technology across the organisation are identified, analysed and addressed in planning • processes for consultation on the application of information technology to achieve goals and outcomes are developed and implemented
2. Facilitate strategies for inter-agency information sharing and use	• high level liaison with a range of stakeholders within and outside the organisation is undertaken and integrated into planning processes • advice is prepared and disseminated to appropriate personnel on relevant legislation and organisation procedures relating to the collection, verification and use of information
3. Monitor and upgrade organisation's strategic management of information	• processes for periodic review of information management are identified and implemented to ensure ongoing efficiency and effectiveness • the effectiveness of existing procedures and systems is monitored, to determine the capacity to meet client needs and organisational aims, objectives and standards • required changes are implemented where appropriate and as resources permit

Range of Variables

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

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

Underpinning knowledge:
- Strategic planning models, theories and practices
- operations of government and non-government agencies
- relevant legislation
- range of stakeholders
- financial management
- marketing models/processes

Underpinning 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

CHCNET1A Participate in networks

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	• networking needs are identified and prioritised in order to enable the organisation and the worker to optimise client service delivery • networks relevant to the work role, the organisations priorities and its target groups are identified and prioritised
2. Make effective use of relevant networks	• contributions appropriate to the network are provided within the principles and resource constraints of the worker and the organisation • information and other support which can be provided by the network are identified and sought to optimise client service delivery • knowledge of the values, beliefs and perspectives of network participants is used to inform communication within the network • appropriate confidentiality measures are implemented to protect the client, the organisation and the network • ongoing participation in networks is monitored against the benefits to the worker, organisation and client group • outcomes in networks are reported to the worker's own organisation and other stakeholders where appropriate

Range of Variables

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

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

Underpinning 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

CHCNET2A Maintain effective networks

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	• information about relevant services, organisations, and key people is gathered and stored so it is up to date and accessible • 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 • wherever possible, sharing of resources with other organisations to overcome duplication in service delivery is carried out
2. Represent the organisation	• a positive image of the organisation is promoted at every available opportunity • issues, policies and practices of the organisation are effectively communicated to a range of audiences in an appropriate format • complaints about services are handled in accordance with the organisation's procedures
3. Maintain networks	• networks and other work relationships are maintained to provide identifiable benefits for clients and the organisation • appropriate time and effort is applied to establishing and maintaining networks which assist achievement of work outcomes • protocols for communication between network participants and services are followed including those relating to confidentiality • advocacy is provided to develop working relationships between client and other organisations/agencies • cultural considerations within operation of networks are identified and integrated into communication processes

Range of Variables:

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

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

Underpinning 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

Underpinning 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

CHCNET3A Develop new networks

Setting up formal networks which will benefit the organisation and the clients.

Elements	Performance criteria
1. Develop and maintain appropriate networks	• organisational, professional and Individual networking needs are identified, prioritised and appropriate new networks are established as required to meet client needs and organisational objectives • significant cultural practices, needs and traditions are incorporated into the networking strategy and its development • strategies to develop effective new networks are implemented in consultation with key people and in accordance with organisational objectives • information about new network is made available to other staff and others as appropriate • 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
2. Reflect social and cultural awareness in developing and maintaining networks	• potential discrimination or culturally based obstacles to effective networks are identified and strategies to avoid them are developed and implemented • cultural differences and diversity are valued as a resource in networks and integrated into practices, relationships and strategies wherever relevant • 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 • 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 • evaluation of the effectiveness of networks includes consideration of issues related to cultural expectations, client needs and organisation's philosophy

Range of Variables:

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

Critical aspects of assessment:
- networks developed meet the needs of the organisation and its clients

Underpinning 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

Underpinning 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

CHCORG1A Follow the organisation's policies, procedures and programs

Elements	Performance criteria
1. Follow organisational guidelines	• workplace instructions and policies are followed • organisational programs and procedures are supported within the job role • organisational resources are used for the purpose intended • clarification is sought and obtained when necessary
2. Work ethically	• decisions and actions are within the job description and are consistent with the organisational philosophy • prompt and consistent performance of duties is applied to all workplace activities • inappropriate gifts are not accepted • client resources and possessions are used for the purpose intended • care is taken to behave in a reasonable and careful manner at all times • confidentiality is maintained • difficulties in carrying out duties are reported to appropriate person/supervisor

Range of variables

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

Critical aspects of assessment:
• relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities are followed

Underpinning knowledge:
- organisational policies, procedures and programs relating to the work role
- organisational occupational health and safety policies and procedures
- organisational philosophy

Underpinning skills:
- 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

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 normal range of workers' activities

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

CHCORG2A Work with others

Elements	Performance criteria
1. Plan own workload with supervisor	• assistance and direction is actively sought as required • sequence of tasks is planned with supervisor • strategies to cope with unexpected demands are developed with supervisor
2. Communicate with others about work matters	• information relevant to the work is shared with co workers • communication is clear, concise and focused on the issue • opinions and suggestions of others are listened to appropriately • workplace procedures are used to address concerns
3. Work cooperatively with others	• different roles and responsibilities are identified and respected • rights of other workers are respected • work area is kept well organised and safe in accordance with relevant standards/policies • assigned tasks are completed according to planned workload

Range of variables

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

Underpinning 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.

Underpinning 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

CHCORG3A Participate in the work environment

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	• job responsibilities of the worker and their contribution to service delivery is identified • work is carried out within defined job role and responsibilities • assistance and direction is sought and obtained as required • work complements that of others according to policies and rules of workplace practice • activities are completed to the standard expected in the workplace • carries out set tasks in a positive and courteous manner • resources needed to carry out own work duties are identified • shortages of resources are dealt with according to organisational practices • work area is kept well organised and safe in accordance with relevant standards/policies
2. Review and develop own work performance	• own work is monitored according to requirements for job quality and customer service • work requirements unable to be met are reported to supervisor • a need for additional support to improve performance is communicated clearly to supervisor/appropriate person • need for training is reported to supervisor, if required • where appropriate, training is undertaken • support and supervision opportunities are undertaken as required
3. Work cooperatively with others	• problem solving is used when necessary so that work is completed according to organisational policies and practices • workplace relationships respect individual differences of workers • different roles and responsibilities are identified and respected • displays appropriate behaviour in the workplace likely to promote cooperation • information is shared with others in order to complete set activities • conflicts in the workplace are reported to supervisor
4. Contribute to the development of policies, practices and structures of an organisation	• concerns regarding administrative policies, practices and procedures are reported to supervisor • concerns regarding job responsibilities are reported to supervisor • information, ideas and suggestions are provided to supervisor when requested • participate in staff meetings/working groups, if required

Range of Variables

The contexts for working with others include:
- full time, part time, casual employee of an organisation government, non government
- 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:
- linen supplies
- pamphlets
- cleaning equipment
- office supplies

Organisational practices dealing with shortages of resources may include:
- telling a supervisor
- ordering more supplies

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

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

Critical aspects of assessment:
- work is carried out within own role, responsibilities and organisational objectives in an effective manner
- worker interacts with both individuals and work groups in a co operative manner

Interdependent assessment of units:
- assessment will be in conjunction with all other compulsory units in the package

Underpinning knowledge:
- organisational mission, philosophy, organisation structure, policies and procedures
- legislation relevant to organisation and work carried out, including occupational health and safety

Underpinning skills:
- awareness and understanding of effective teams operation
- time management and work planning
- basic negotiation
- effective communication and 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 environment, especially testimonials from colleagues
- assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time
- assessment must include working with both individuals and work groups in the organisation/service

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

CHAORG4A Follow the organisation's occupational health and safety policies

Applying relevant occupational health and safety legislation and codes of practice, including duties and responsibilities for all parties under the general duty of care and capacity to render first aid as required.

Element	Performance criteria
1. Follow workplace procedures for hazard identification and risk control	• hazards in the work area are recognised and reported to supervisor according to workplace procedures • workplace procedures and work instructions for controlling risks are followed accurately • workplace procedures for dealing with accidents, fires and emergencies are followed where necessary
2. Contribute to the management of occupational health and safety	• occupational health and safety issues are raised with designated personnel and co workers as appropriate • contributions are made as appropriate to workplace occupational health and safety discussions
3. Utilise and implement strategies as directed to prevent infection in the workplace	• the environment is kept clean and tidy in accordance with organisational procedures • personal hygiene practices as laid down by legislation and the organisation, are followed • any items which may be contaminated, are disposed of according to organisational procedures and guidelines • universal precautions are followed
4. Utilise strategies to prevent stress overload	• nominated rest time and breaks are followed • sources of stress are identified and issues raised with supervisor • work roles are clarified and followed
5. Work in a safe manner	• defined procedures are followed to ensure personal safety • all work is carried out in a manner which ensures personal safety • organisational security measures are followed • manual handling procedures are followed

Range of Variables:

This unit is based on the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards [NOHSC: 7025 1994]

Reports identifying workplace hazards may be verbal or written and may include:
• memos
• specially designed report forms
• phone messages
• notes
• reporting face to face

Relevant workplace procedures will include:
- hazard policies and procedures
- emergency, fire and accident procedures
- procedures for the use of personnel clothing and equipment
- hazard identification and issue resolution procedures
- job procedures and work instructions

Hazards include:
- workplace stress
- manual handling
- toxic substances
- body fluids
- infections
- fire

Supervisor may be:
- nominated personnel
- occupational health and safety nominee

Work instructions may be:
- given verbally
- written
- in English
- in community language
- provided visually on video, instructions sheets

Workplace procedures for controlling risks include:
- manual handling techniques
- strategies for reducing the amount of manual handling required

Indications of stress may include:
- health problems
- changes in behaviour
- frequent absences
- negative attitudes
- unaware of own stress levels

Rest time and breaks may include:
- morning tea, lunch, dinner breaks, etc.

Workplace procedures may include;
- grievance procedures
- team meetings
- debriefing procedures following crisis

Items which may be contaminated may include:
- syringes
- clothing
- food

Working in a manner which ensures personal safety may include:
- carrying communication equipment
- wearing protective clothing
- carrying alarms

Organisational security measures may include:
- locking doors

Evidence Guide:

Required Certification:
- current Level 2 First Aid Certificate or equivalent

Critical aspects of evidence:
- ability to work safely, and follow the organisations occupational health and safety policies and procedures

Underlying knowledge and skills:
- significant hazards in the workplace both indoors and outdoors
- location and use of safety equipment such as fire extinguishers and 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
- universal precautions and infection hazards
- lifting and transfer techniques
- basic knowledge of first-aid including:
    ◊ cardiopulmonary resuscitation
    ◊ broken bones
    ◊ poisons
    ◊ bandaging
    ◊ bleeding
- implementation of practices to prevent or minimise risk
- awareness of legislative requirements and best practice approaches to occupational health and safety
- understanding of rights and obligations of employees and employers regarding occupational health and safety
- application of safe handling practices and other safety procedures
- proper use of equipment
- reading and writing skills literacy competence 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 used in occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals such as cleaning fluids. 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 or a community language depending on the language used in pamphlets or workplace manuals

- oral 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:
- 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 normal range of workplace activities

Context of assessment:
- competence is demonstrated in the context of an established occupational health and safety system
- this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCORG5A Maintain an effective work environment

Meeting individual responsibilities within a work group.

Element	Performance criteria
1. Work to achieve identified outcomes	- own work roles and responsibilities are defined and agreed with appropriate people - work plans are developed and implemented to ensure: ◊ desired outcomes are achieved ◊ objectives are met ◊ agreed timeframes are met ◊ compliance with relevant guidelines and procedures ◊ contingencies are managed ◊ duty of care responsibilities are met ◊ ethical practice ◊ the work of the organisation is promoted - where appropriate to workrole, an understanding of relevant legislation and awards is incorporated into work place practices and decisions - where relevant to workrole, unpaid workers and others are provided with appropriate training, briefing and supervision - where problems arise in meeting work plans, action is taken as appropriate to re-negotiate or seek assistance
2. Establish and maintain appropriate work relationships	- 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 - workplace relations reflect consideration of the full range of individual and cultural differences - any issues related to the wellbeing of work colleagues are dealt with promptly and in accordance with organisational procedures - potential and actual conflicts in the workplace are handled to minimise disruption
3. Facilitate operation of the workgroup	- active participation in all team processes is undertaken to ensure team objectives are met - individual responsibilities within the team are achieved to the identified standard and timeframe - individuals for whom the worker is responsible are informed of standards of workplace performance in an appropriate manner - the range of individual skills and knowledge are developed and utilised to enhance team performance - appropriate effort is applied to maximise effective communication and to ensure issues are resolved within the team, and conflict is resolved
4. Review and develop own performance	- own performance is regularly monitored against workplans, organisational objectives and client needs - opportunities for formal and informal development of skills and knowledge are sought out and accessed to optimise performance

Range of Variables

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

Underpinning knowledge:
- organisational mission, philosophy, organisation structure, policies and procedures
- legislation relevant to organisation and work carried out
- effective team management

Underpinning 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

CHCORG6A Coordinate the work environment

Undertaking supervisory and coordinating activities in work groups in community service organisations.

Element	Performance criteria
1. Contribute to and promote effective work practices	• effective ways of working to sustain ongoing health and morale are identified and implemented routinely • work plans are developed and implemented to ensure: ◊ client needs are addressed ◊ desired outcomes are achieved ◊ objectives are met ◊ agreed timeframes are met ◊ compliance with relevant guidelines and procedures ◊ contingencies are managed ◊ duty of care responsibilities are met ◊ ethical and non discriminatory practices ◊ the work of the organisation is promoted • strategies are developed and implemented in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints • where relevant to workrole, effective measures are implemented to ensure new and existing staff: ◊ are fully informed of what is expected of them ◊ are provided with appropriate orientation, induction and development opportunities ◊ contribute to ongoing review of workplace practices ◊ have written workplans which are regularly reviewed • all effort is made to implement processes and practices which promote cooperative work practices and maintain positive relationships with staff and management • responsibility for own behaviour is taken and ways to developing effective working relationships are identified and implemented
2. Promote effective workplace relations	• effective communication including open discussion and active listening is modelled and promoted in the workplace • 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 • throughout conflict resolution processes access to appropriate support, mediation, facilitation and debriefing for parties is assured within organisational constraints • every effort is applied to resolve issues which may disrupt work unit activities

3. Facilitate work group activities	• 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 • feedback on operation of group processes is sought, suggestions for change encouraged and appropriate action implemented • feedback is provided in a supportive manner appropriate to individuals and the group
4. Develop and implement staffing processes as required	• confidentiality in relation to staff processes is maintained according to organisational policy and to protect individuals • planning is undertaken as appropriate to identify areas of need and proposals are developed to address them including resourcing staffing arrangement • participation in recruitment processes is undertaken as required • if staff performance is unsatisfactory, counselling and support is provided to improve performance • staff performance issues are addressed as required in accordance with organisation's procedures • staff access to appropriate training is encouraged and facilitated to enable the achievement of outcomes in the workplace and organisation
5. Advocate for workplace health and safety and fair employment practices	• 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 • work practices are negotiated, developed and implemented within the above legislative and organisational guidelines • individual workers rights and obligations are documented and communicated in a manner and language that can be clearly understood by relevant parties • where there are breaches of relevant workplace legislation, timely and appropriate action is taken according to level of responsibility in the organisation

Range of Variables

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

Management may be by:
- voluntary community management committee
- board of management
- collective
- government program or unit director
- project management committee

Evidence Guide

Critical aspects of assessment:
- development of effective working relationships with all staff
- positive communication with all staff
- establishment of effective procedures to maximise staff work performance

Underpinning knowledge and skills of:
- effective workplace communication
- organisation policies and procedures
- relevant industrial relations conditions, requirements and awards
- broad implications of relevant legislation
- legal, health and safety requirements as they relate to the organisation
- computer hardware and software technology, as required by the workplace
- recruitment techniques
- basic contract management

Resource implications:
- access to appropriate workplace where assessment can be conducted

Consistency in performance:
- assessment may include observations, questioning and evidence gathered from the workplace
- assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation

Context of assessment:
- it is recommended that this unit be principally assessed in the workplace

CHCORG7A Manage workplace issues

Implementing appropriate people management processes and structures to maximise work outcomes.

Element	Performance criteria
1. Manage staff planning and recruitment	• staffing requirements are assessed and recommendations implemented in the context of available resources and organisational priorities • job specifications and position responsibilities are developed through appropriate consultation and agreement • staff are recruited as required using timely and appropriate processes and providing all relevant documentation as required by the organisation
2. Manage work allocation	• work allocations optimise the use of resources and the existing competencies of staff • team and individual responsibilities and authority are clearly defined, agreed and communicated • workers have appropriate access to, and are supervised by, the people best able to satisfy their agreed work and development needs • where work allocations prove to be unrealistic or organisational demands change, adjustments are made which minimise the impact on resources and client service delivery • mechanisms are put in place to continually evaluate and improve work practices

3. Evaluate workgroup effectiveness	• 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
	• where staff counselling is undertaken it is within organisational guidelines and to individual skill levels
	• referrals are made to counselling services as appropriate
	• all discussions with individuals are designed to encourage and assist them to take responsibility for their own decisions and actions
	• appropriate work is undertaken to address areas of potential conflict in a timely way so impact on workplace performance and relations is minimised
	• appropriate mechanisms are implemented to ensure the workplace is safe and healthy and bias and discrimination are minimised

4. Implement disciplinary and grievance procedures	• where disciplinary action is taken it meets organisational and legal requirements • all records of such actions are kept according to organisational policies and procedures • appropriate grievance procedures are implemented • where difficulties arise in implementing action or procedures, advice is sought from appropriate sources and feedback is provided to contribute to evaluation processes

Range of Variables

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

Critical aspects of assessment:
Competency is to be demonstrated in:
• planning and recruitment of staff
• allocating work
• managing and facilitating teams
• coaching, counselling of staff
• managing staff performance

Underpinning knowledge:
• organisational objectives, policies and procedures
• human resource management theory, principles and practices

Underpinning skills:
• team management
• effective interpersonal and communication skills
• managing people

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 more than one occasion or use material drawn from the workplace for a period of time
- assessment must include the range of management processes 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

CHCORG8A Establish and manage new programs or services

Establishing new programs or services, leading organisational restructure, and developing new structures and systems.

Element	Performance criteria
1. Complete strategic planning activities	• the need for development and change is researched, assessed and identified and all relevant people are consulted in an appropriate way • goals and objectives consistent with the purpose and philosophy of the organisation are clarified, negotiated and agreed with key stakeholders and target groups • 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 • the proposed strategy is evaluated against existing programs and services, and gaps identified • negotiations are carried out in a way which generates support and which takes account of the viewpoints of key stakeholders • financial cost and resource requirements are identified and assessed • where required resources are not immediately and readily available, submissions are made to potential relevant funding sources • appropriate structures are implemented to oversee the task as relevant
2. Manage implementation of new program or service	• implementation plans are developed to suit a variety of contexts and to cope with contingencies • appropriate support is provided to those involved in implementing the strategy to ensure original aims and objectives are pursued • policies and procedures to manage the use of staff, equipment and other physical assets are established, monitored and reviewed on a regular basis • all operational details including timeframes, resources, staffing limits and financial procedures are conveyed in an appropriate manner, to relevant personnel • a budget is developed and expenditure and resources are monitored in line with organisational procedures and planned outcomes • the project or strategy is implemented in line with all relevant guidelines and legal requirements

3. Establish and manage organisational and operational arrangements	• 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 • documentation systems and processes are developed to ensure all legal requirements are met and are submitted to relevant decision makers for authorisation as appropriate • required records are maintained and kept to ensure legal organisation and statutory requirements are met • 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	• 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 • the criteria to be used to judge the value and effectiveness of the strategy are defined in consultation with relevant people • the views of interested parties are actively sought at regular time intervals and used to inform the ongoing development and implementation of the strategy • progress in implementing of the strategy is regularly monitored against the agreed plan • evaluation information is used for project or strategy revision, ongoing development and implementation

Range of Variables

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

Critical aspects of assessment:
- ability to devise, initiate, manage and evaluate programs and services
- evidence of competency requires demonstration of knowledge related to applicable agency and legislative requirements

Underpinning knowledge:
- project management models/processes
- submission writing protocols
- funding sources and submission protocols
- referral protocols
- range of services available across organisations
- marketing models/systems
- financial management models/systems
- people management models/systems
- general management principles/models
- change management models/principles

Underpinning skills:
- project management
- financial management
- people management
- communication
- delegation

Resource implications:
- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- 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

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

CHCORG9A Manage projects and strategies

Initiating, planning, implementing and evaluating project management activities.

Element	Performance criteria
1. Consider the need and scope for the project/strategy	• 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 • 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 • 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	• the project plan developed incorporate relevant literature and other information
	• the project plan developed identifies:
	  ◊ a set of aims and specific and assessable objectives which address identified needs
	  ◊ a proposed timetable for the project/strategy
	  ◊ financial costs of project/strategy and relationship with available resources
	  ◊ benefits to client of the proposed project/strategy
	• 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
	• 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
	• aspects of the plan are negotiated with relevant people as required

3. Identify and acquire resources to make implementation of project plan possible	• funding options for implementing the plan are developed • where resources are not available, funding proposals are made to relevant bodies as appropriate • funding submissions made are in accordance with any guidelines available from the funding and written in a format acceptable to decision makers • 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	• a marketing/promotion strategy is developed and submitted for approval to decision makers prior to project implementation • variety of appropriate communication media is utilised to promote the project to the target audience

5. Manage implementation of project/strategy	• 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 • 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 • policies and procedures are established, monitored and reviewed on a regular basis to manage the use of staff, equipment and other physical assets • a project budget is developed and expenditure and resources are monitored against the budget, in line with organisation policies, procedures and planned time scales • risks associated with implementing the project or strategy are identified and steps taken to maximise high quality project outcomes • 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 • 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	• in choosing an evaluation strategy a variety of models are examined • 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 • the implementation of the project or strategy is regularly monitored against the agreed plan • 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 • evaluation information collected is used for project/strategy revision, ongoing development and implementation and possible future directions

Range of Variables

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

Underpinning 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

Underpinning 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

CHCORG10A Manage organisational change

Fostering and implementing constructive and beneficial change in a complex organisation.

Element	Performance criteria
1. Ensure practices of the organisation are appropriate	• 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 • ongoing evaluation is undertaken to ensure organisational practices are consistent with its philosophies and policies and positively contribute to meeting client and stakeholder needs • 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	• 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 • social, political and economic trends are identified, anticipated and assessed for their impact on the organisation, the community and the client group • where required expert advice and/or research is commissioned to provide access to detailed information about trends and the likely impact of changes • membership of professional associations, research organisations and networks is used to keep current with information and trends • management and work practices are assessed and revised as appropriate to reflect trends and research findings

3. Initiate and implement organisational change within a planning framework	• requirements and opportunities for change in policies and practices are identified, developed and promoted to relevant staff, clients and stakeholders
	• the nature and scope of required changes are defined, and strategies developed to successfully implement them, including:
	   ◊ determining budgetary considerations
	   ◊ appropriate consultation, negotiation and communication
	   ◊ addressing possible barriers
	   ◊ promoting effects and benefits of change
	   ◊ risk assessment
	• changes which are identified and implemented reflect:
	   ◊ consideration of a range of alternatives
	   ◊ appropriate consultation and communication with staff, client and stakeholders
	   ◊ current accepted good practice
	   ◊ appropriate levels of planning
	   ◊ organisational quality assurance processes
	   ◊ provision of relevant training
	• processes are put in place to ensure outcomes of changes are evaluated against expectations and previous performance

Range of Variables

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

Critical aspects of assessment:
- developing and implementing organisational policies and procedures indicated in the Range of Variables
- consulting research sources identified in the Range of Variables
- working with aspects of organisational change as identified in the Range of Variables

Underpinning 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 of variables
- funding/income strategies

Underpinning 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

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 that 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

CHCORG11A Lead and develop others

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	• briefings on work goals, plans and operational issues are provided regularly to work groups to minimise role ambiguity and maximise effectiveness • encouragement is provided to develop new and innovative work practices and strategies to optimise work outcomes and better meet client needs • a high standard of performance and practice is modelled to staff • 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 • diversity in knowledge, skills and approaches of individuals is utilised to enhance work outcomes • principles and practices of equal employment opportunity, occupational health and safety and participative work practices are modelled and promoted to staff
2. Maximise own performance outcomes	• effective time and work management techniques including monitoring workflow and outcomes are used to meet priorities and achieve identified objectives • work is planned and progress monitored to minimise effects of unexpected outcomes • all work undertaken complies with established policies and procedures especially those relating to anti discrimination and occupational health and safety • work practices are reviewed and revised regularly to assist achievement of identified objectives • opportunities are sought and taken for continuous self development/learning
3. Manage effective work relationships	• 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 • participative decision making processes are used routinely to allocate responsibilities and develop, implement and review work of the group • where relevant, conflict is identified and resolved with minimum disruption to workgroup function and in accordance with organisational procedures • allocation of tasks is within the competence of staff and is supported by appropriate delegation and training • interpersonal styles and methods are adjusted to the social and cultural context • communication and interaction with colleagues and management reflects a variety of appropriate techniques

4. Manage and improve the performance of individuals	• the performance of the group in achieving objectives is monitored, reviewed regularly and used as the basis for further allocation of work • 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 • work practices are revised as required to achieve workgroup and corporate goals • performance problems are addressed in a fair, constructive and timely manner in accordance with relevant guidelines, procedures and natural justice • individual and group progress is monitored and regular feedback provided to optimise achievement of organisational objectives • support is provided to the work group to develop mutual commitment and cooperation • workgroup effectiveness is promoted and encouraged through active participation in group activities and communication processes
5. Support, participate and review group development	• development plans are put in place for each staff member with relevant development activities identified • an action plan to meet individual and group training and development needs is developed, agreed and implemented • staff are encouraged and supported in applying skills and knowledge in the workplace • relevant specialist training which is required is identified and delivered, if required • appropriate training is arranged and provided to meet individual and organisational needs • staff are encouraged and supported to attend training courses and to take up other development opportunities
6. Support and develop managers	• managers are provided with personal and career development opportunities from within and outside of the organisation • regular meetings are held with managers to review, adjust and develop strategies and priorities • priority tasks are agreed and achievement of work plans is monitored to maximise organisational effectiveness • the overall performance of managers is monitored and feedback provided regularly in an appropriate manner • opportunities are provided for targeted professional development

Range of Variables

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

Critical aspects of evidence:
- works effectively in a team environment
- uses both participative and consultative management practices
- provides appropriate development opportunities

Underpinning knowledge:
- human resource development and management principles and practices
- budget processes
- effective team management

Underpinning 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

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

CHCORG12A Review organisational effectiveness

Managing the continuous improvement of practices of the organisation.

Element	Performance criteria
1. Respond to the external environment	• strategies are implemented to continually identify and analyse relevant external trends in terms of their impact on the organisation, its clients and the community • strategies are implemented to ensure organisational practices and policies reflect current statutory and legislative requirements • best practice and comparison data is gathered and used to identify potential areas for improvement to respond to changes and trends • 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	• appropriate mechanisms for performance evaluation are used to measure organisational effectiveness including review of: ◊ financial and personnel performance data ◊ client satisfaction levels ◊ compliance with current legislative/statutory requirements ◊ protocols, practices and procedures ◊ staff competency levels ◊ staff planning, recruitment and training ◊ information technology • organisational practices and procedures are revised as appropriate to reflect the outcomes of performance evaluation • consultation, including with staff and relevant industrial parties, is undertaken to facilitate implementing organisational improvements • appropriate quality assurance procedures are developed and routinely applied and are reviewed for continuing relevance
3. Refocus the organisation/service	• information is regularly collected on changing client and community needs and used to review the continuing relevance and effectiveness of services provided • 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 • where appropriate, alterations are made to strategic plans and organisational objectives and priorities, to reflect changing directions in service delivery • consultative processes are routinely used to ensure staff, clients and stakeholders support changed arrangements • appropriate training is provided for staff to enable maximum outcomes from continuous improvement processes

Range of variables

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

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

Underpinning knowledge:
- strategic planning principles and approaches
- process re-engineering
- quality assurance
- organisational management and development

Underpinning 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 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

CHCORG13A Manage organisational strategic and business planning

Undertaking ongoing strategic planning to assist in continual improvement of the service or organisation.

Element	Performance criteria
1. Formulate a strategic and business plan	• the desired direction and goals of the organisation are developed in consultation with relevant stakeholders to reflect client needs • 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 • a financial plan is formulated to estimate cash flow projections, provide budgetary information and define implementation/service plans • the work/service plan is formulated, and aims at supplying services which meet client expectations and satisfies quality assurance criteria • the plan identifies options for delivery of service in accordance with budgetary constraints, human resource requirements, client requirements and agency objectives • promotional strategies are developed to communicate benefits of the service to the clients • risk management strategies are developed according to agency needs • all aspects of the business plan are mutually supportive
2. Apply the strategic and business plan	• appropriate operational and revenue control systems are implemented and routinely evaluated for their ability to provide systematic support to the agency • systems and key performance indicators and targets are identified and used to monitor agency performance and client satisfaction • the organisation's business plan is clearly communicated to relevant stakeholders and staff to ensure their understanding and support • appropriate organisational structures are designed/redesigned and implemented to optimise achievement of organisational goals and stakeholder expectations

Range of variables

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

Stakeholders may include:
- providers of finance
- clients
- suppliers of resources
- community
- industry associations
- workers
- management
- government and/or funding bodies

Evidence Guide

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

Underpinning knowledge:
- strategic planning principles and approaches
- process re-engineering
- quality assurance
- organisational development and management

Underpinning 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

CHCORG14A Manage a service organisation

Planning and monitoring the development direction and changes of a complex organisation, range of programs or major program area.

Elements	Performance criteria
1. Coordinate organisational planning	• appropriate strategic alliances are identified and participation is negotiated and maintained • 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 • appropriate corporate planning processes which maximise consultation and devolution of planning, are implemented • appropriate corporate planning process which ensure responsiveness to client needs are implemented • appropriate consultation is undertaken with relevant people and agencies • appropriate management structure and process is established to coordinate corporate planning, advise decision makers and to reflect principles and philosophy of the objectives • 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 • resources are made available as appropriate to support the planning processes at all levels • 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	• an appropriate structure is determined for the organisation to match organisational philosophy and purpose • lines of decision making and accountability are developed, agreed, implemented and monitored • 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 • financial accountability systems are established which meet agreed organisation best practice provisions • planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions • planning guidelines and systems are developed which are clear, fully documented and accessible to all involved
3. Implement evaluation processes	• appropriate consultations are held with stakeholders to examine issues and trends; and outcomes are advised to decision makers as required • all required reporting is completed in a timely way in accordance with organisational requirements • appropriate evaluation arrangements are identified, developed and implemented with representation from relevant stakeholder groups • advice is prepared and provided to decision makers within the negotiated format and timeframe

4.	Enable organisation to meet legal requirements	• mechanisms are implemented to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to • 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	• formal and informal networks are used as channels to communicate the organisation's activities and achievements • 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 • opportunities to promote the organisation through media, government and the community are sought and utilised • 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	• when required policies and procedures for the employment role of the organisation are developed, articulated and their implementation monitored • problems in implementing defined procedures are addressed promptly to ensure resolution • reports which comprehensively and accurately describe the organisation's activities and achievements are prepared and presented to relevant stakeholders and management, as required • when required, management board meetings are serviced to ensure effective and informed deliberations and decision-making • mechanisms for effective coordination of activities and services are identified and implemented
7.	Manage changes in the organisation	• policy, social, political and economic trends are identified and assessed for potential impact on the organisation • management and work practices are assessed and revised relative to social, political and economic trends and impacts • indicators for change within the organisation are defined and monitored • opportunities for positive change are identified and promoted and appropriate work is undertaken to maximise support from staff, clients and stakeholders

Range of Variables

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 polices 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
- 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

Underpinning 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

Underpinning skills:
- strategic thinking
- decision making
- environmental scanning
- analysis/evaluation
- facilitation
- high level liaison
- high level oral and written communication

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

CHCORG15A Promote the organisation

Developing and implementing promotional strategies and activities to maximise organisational effectiveness**.**

Element	Performance criteria
1. Design and implement a promotional strategy	• a profile of all potential users of the organisation is developed and maintained as part of the organisational strategic and business plan • resources required to effectively promote the service are assessed and obtained • promotional materials are developed and made accessible to all target groups
2. Monitor, evaluate and review the promotion strategy	• goals for service use by identified client groups are set and monitored in accordance with organisational procedures • feedback mechanisms are established and utilised to review and evaluate the impact of service provision and promotional strategies • service provision and promotional activities are adjusted as appropriate

Range of Variables:

Resource needs will include:
• staff and physical equipment/materials required to promote the organisation effectively

Promotional materials will include:
• activities such as workshops/forums/presentations/information displays
• articles or advertisements in local or national media
• information about the funding program and organisational eligibility criteria

Appropriate people will include:
• clients
• colleagues
• funding bodies
• other related service providers as appropriate
• other key stakeholders
• community health workers

Feedback mechanisms may include:
• surveying clients by questionnaire, informal discussion and/or focus groups

Evidence Guide

Critical aspects of assessment:
• effectively promotes the organisation using appropriate strategies

Underpinning 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

Underpinning 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.
- 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

CHCORG16A Manage training

Planning, developing and implementing training as a specialist activity to address individual skill levels to optimise organisational performance.

Element	Performance criteria

1. Maintain training records	• an appropriate means of storing and accessing information on trainees, training programs and equipment, materials and resources is established and maintained according to:
	   ◊ organisational policies and procedures
	   ◊ legislative requirements
	   ◊ need to protect confidentiality
	• training records are stored securely and are made available to authorised persons and trainees when required according to organisational procedures

2. Report and advise on training	• reports on training related matters are prepared and provided to teams and management as required in accordance with organisational policies and procedures • the impact of training on skill levels and improvements in service are identified and communicated to relevant personnel • recommendations are made to teams and management on desirable future training initiatives based on organisational objectives and identified training needs • information on training techniques and trends, as well as training literature is maintained and made accessible to staff • implementation of current training trends and practices is promoted in the organisation
3. Manage training expenditure and resources	• the training budget is prepared and written to reflect organisational resourcing and budget limits and training need priorities • records of training including expenditure and costs are maintained and used to develop recommendations for future action • required training resources are maintained according to organisational procedures • appropriate training resources and materials are made available as required • appropriate staff are allocated to training activities • funding sources are accessed wherever available to assist in providing training opportunities
4. Maintain training activities within organisational and legal requirements	• training activities are managed and evaluated to determine effects on achieving organisational goals and to ensure compliance with relevant policies, awards and legislation • training activities are managed to take due account of relevant training reform policies and initiatives

Range of Variables

The contexts for managing training include:
- as a manager of a training and development unit/branch/section
- as a manger 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

Critical aspects of assessment:
- develops systems for planning, delivering and monitoring training
- manages budget processes
- applies current trends and practices in training
- applies legislative requirements

Underpinning knowledge:
- principles and practices of human resource development
- organisational strategic directions and objectives
- national policy and principles related to training
- strategic and financial planning models/principles

Underpinning skills:
- report and submission preparation
- financial analysis and planning
- application of information technology

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 aspects of managing training

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

CHCORG17A Implement and monitor occupational health and safety policies, procedures and programs

Implementing and monitoring relevant occupational health and safety legislation and codes of practice, including duties and responsibilities for all parties under the general duty of care and capacity to render first aid as required.

Element	Performance Criteria
1. Provide information to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs	• relevant provisions of occupational health and safety legislation and codes of practice are accurately and clearly explained to the work group • information on the organisation's occupational health and safety policies, procedures and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group • information about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided
2. Implement and monitor participative arrangements for the management of occupational health and safety	• organisational procedures for consultation over occupational health and safety issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute • issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution • the outcomes of consultation over occupational health and safety issues are made known to the work group promptly
3. Implement and monitor the organisation's procedures for identifying hazards and assessing and controlling risks	• existing and potential hazards in the work area are identified and reported so that risk assessment and risk control procedures can be applied • work procedures to control risks are implemented and adherence to them by the work group is monitored • existing risk control measures are monitored and results reported regularly • inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel • inadequacies in resource allocation for implementation of risk control measures are identified and reported
4. Implement the organisation's procedures for dealing with hazardous events	• workplace procedures for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken • hazardous events are investigated to identify their cause in accordance with investigation procedures • control measure to prevent recurrence and minimise risks of hazardous events are implemented
5. Implement and monitor the organisation's procedures for providing occupational health and safety training	• occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by work group members • arrangements are made for fulfilling identified occupational health and safety training needs
6. Implement and monitor the	• occupational health and safety records for work area are

organisation's procedure for maintaining occupational health and safety records	accurately and legibly completed • aggregate information from the area's occupational health and safety records is used to identify hazards and monitor risk control procedures within work area

Range of Variables

This unit is based on the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards NOHSC: 1994

In accordance with all relevant occupational health and safety legislation, particularly:
• general duty of care
• requirements for the maintenance and confidentiality of records of occupational injury and disease
• provision of information and training
• regulations and codes of practice relating to hazards present in the work area
• health and safety representatives and occupational health and safety committees
• issue resolution

Hazardous events include:
• accidents
• fires/emergencies

Procedures for dealing with them include:
• evacuation
• chemical containment
• first aid procedures

Workplace procedures include those for:
• inspection
• housekeeping
• consultation processes, either general or specific to occupational health and safety
• training and assessment
• specific hazard policies and procedures
• occupational health and safety information
• occupational health and safety record keeping
• maintenance of plant and equipment
• purchasing of supplies and equipment
• counselling/disciplinary processes

Evidence Guide

Critical aspects of evidence:
• occupational health and safety policies, procedures and programs are in place in the organisation and are effective in establishing a safe working environment
• holds required certification – current level 2 First Aid Certificate or equivalent
• competence in CHCORG4A "Follow the organisation's occupational health and safety policies" is a prerequisite for this unit

Underpinning knowledge:
• working knowledge, consistent with the elements of competence, of all applicable occupational health and safety legislation and codes of practice
• basic first aid including knowledge of:
    ◊ cardiopulmonary resuscitation
    ◊ broken bones
    ◊ poisons
    ◊ bandaging

      ◊ bleeding
- understanding the hierarchy of control the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly, personal protective equipment
- understanding of the significance of equal employment opportunity principles and practices for occupational health and safety
- the significance of other management systems and procedures for occupational health and safety
- literacy levels and communication skills of work group members and consequent suitable communication techniques
- occupational health and safety legislation and codes of practice
- risk control hierarchy and methods
- communication skills with the range of workers, including these with low levels of English literacy
- organisational policies and procedures
- organisational procedures for monitoring, training

Underpinning skills:
- effective communication and interpersonal skills including:
  ◊ language competence
  ◊ literacy and reading competence
- negotiation
- work planning and management

Resource implications:
- access to appropriate workplace where assessment can be conducted

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
- 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

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

CHCORG18 Establish, maintain and evaluate the organisations occupational health and safety system

This unit is based on the National Guidelines for integrating Occupational Health and Safety competencies into National Industry competency standards [NOHSC: 1994].

Element	Performance criteria
1. Establish and maintain the framework for the occupational health and safety system in the area of responsibility	• occupational health and safety policies are developed • occupational health and safety responsibilities are clearly defined, allocated and included in job descriptions • financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner • information on the occupational health and safety system and procedures for the area of responsibility is provided and explained in a form which is readily accessible to employees
2. Establish and maintain participation arrangements for the management of occupational health and safety	• appropriate consultative processes are established and maintained in consultation with employees and their representatives • issues raised through participation and consultation are dealt with and resolved promptly and effectively • information about the outcomes of participation and consultation is provided in a manner accessible to employees
3. Establish and maintain procedures for identifying hazards	• existing and potential hazards are correctly identified • a procedure for ongoing identification of hazards is developed and integrated within systems of work and procedures • hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace
4. Establish and maintain procedures for assessing risks	• risks presented by identified hazards are correctly assessed • a procedure for ongoing assessment of risks is developed and integrated within systems of work and procedures. • activities are monitored to ensure that this procedure is adopted effectively • risk assessment is addressed at the planning, design and evaluation stages of any change
5. Establish and maintain procedures for controlling risks	• measures to control assessed risks are developed and implemented • when measures which control a risk at its source are not immediately practicable, interim solutions are implemented until a permanent control measure is developed • activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility • risk control is addressed at the planning, design and evaluation stages of any change • inadequacies in existing risk control measures are identified and resources enabling implementation of new measures are sought and/or provided
6. Establish and maintain	• potential hazardous events are correctly identified

	organisational procedures for dealing with hazardous events	• procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum are developed • appropriate information and training is provided to all employees
7.	Establish and maintain an occupational health and safety training program	• an occupational health and safety training program is developed and implemented to identify and fulfil employees' occupational health and safety training needs
8.	Establish and maintain a system for occupational health and safety records	• a system for keeping occupational health and safety records is established and monitored
9.	Evaluate the organisation's occupational health and safety system and related policies, procedures and programs.	• the effectiveness of the occupational health and safety system and related policies, procedures and programs is assessed • improvements to the occupational health and safety system are developed and implemented • compliance with occupational health and safety legislation and codes of practice is assessed

Range of Variables:

Areas of managerial responsibility include:
• an entire enterprise
• a department of an enterprise

In accordance with all relevant occupational health and safety legislation particularly:
• general duty of care
• requirements for the maintenance of records of occupational injury and provision of training and information
• dealing with occupational health and safety committees
• health and safety representatives
• issue resolution
• to be exhibited within area of managerial responsibility which might be an entire enterprise or department of an enterprise
• involves application of relevant occupational of health and safety legislation and codes of practice, particularly general duty of care requirements for the maintenance of records of occupational injury and disease, provision of information and training, and that dealing with occupational health and safety committees, health and safety representatives and issue resolution

Processes for consultation include:
• occupational health and safety committees
• consultation with health and safety representatives, issue resolution procedures
• participative/consultative procedures conducted by supervisory staff within the area of managerial responsibility

Monitors of activities may include:
• review of written reports
• performance appraisal
• auditing procedures

Hazardous events include:
- accidents
- fires
- emergencies such as chemical spills or bomb scares

Procedures for dealing with them:
- evacuation
- chemical containment
- first aid procedures

Relevant positions for implementing the occupational health and safety system will include:
- managers supervisors
- occupational health and safety officer/manager
- first aid officers

Occupational health and safety relevant information to be communicated includes:
- worker's compensation insurance details
- rehabilitation policy

Evidence Guide:

Critical aspects of assessment:
- competence may be demonstrated working individually, or under the guidance of, or as a member of a team with, specialist occupational health and safety staff, managers or consultants
- evidence of detailed knowledge of all relevant occupational health and safety legislation and codes of practice and how they will be implemented within the area of responsibility is required
- evidence of understanding of the hierarchy of control the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls and, lastly, personal protective equipment is required
- evidence of understanding of the significance of equal employment opportunity principles and practices for occupational health and safety is required
- evidence of understanding of the significance of other management systems and procedures for occupational health and safety is required
- evidence of knowledge of literacy levels and communication skills of employees in the area of managerial responsibility and consequent suitable communication techniques is required

Underpinning knowledge:
- occupational health and safety legislation and codes of practice
- risk control hierarchy and methods
- management systems
- workplace procedures for fire drill etc.
- lifting requirements
- universal precautions
- first aid responses for adults and children
- relevant accreditation principles eg. QIAS and service standards

Underpinning skills and attitudes include:
- communication skills
- workplace language and literacy

Resource implications:
- access to an appropriate workplace or simulated workplace setting where assessment can be conducted

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 occasions

Context of assessment:
- this unit may be assessed on the job or under simulation

CHCORG19A Develop and maintain the quality of service outcomes

Element	Performance criteria
1. Evaluate outcomes for clients accessing the service	• the service's philosophy, goals and objectives based on client service delivery are clearly stated and used to design criteria for evaluation • the effects of services on all clients are investigated and documented • the quality of the program is monitored according to relevant standards of the service and industry • a range of appropriate processes are used to review client service outcomes • feedback mechanisms are established and used to involve all users of the service • mechanisms are established to provide clients with information about evaluation results • all relevant parties are involved in evaluation processes • information gained from the evaluation is communicated to relevant parties
2. Plan and implement changes/strategies to improve outcomes	• a plan to develop the quality of service is designed and implemented with others • policies are designed and implemented to foster quality service • information about the plan and the processes to be used are provided to relevant parties • a plan to develop the quality of service is designed to ensure participation by all those involved • complaints are responded to, investigated and used as feedback to improve outcomes • priorities, immediate goals and long term goals for improving quality of service are included in plan • resources required are obtained or requested from appropriate sources
3. Ensure client service standards and codes of practice	• service criteria regarding quality are regularly communicated to all stakeholders • procedures are established to check that appropriate practice is carried out • good practice is modelled and demonstrated to all workers • information about good practice is provided to all stakeholders • examples of good practice are promoted to workers • workers are regularly reminded of service standards an organisational expectations • issues are confronted with workers and a plan for improvement developed • a focus on outcomes for the client is promoted

4. Manage quality assurance processes	• appropriate planning is undertaken to ensure involvement of all parties in quality improvement processes
	• continuous improvement processes are defined and their implementation is monitored to ensure quality client service delivery
	• processes are implemented to promote continuous improvement in the workplace
	• the outcomes of client services are continuously evaluated for impact on the local community

Range of Variables:

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
• coparticipating
• meetings – discussion
• auditing by outside experts

Quality assurance systems may include:
- continuous improvement systems
- accreditation systems
- quality systems
- organisation's own internal system

Evidence Guide:

Critical aspects of assessment:
- evaluation processes are based on relevant service and industry standards
- application of a model of quality service delivery

Interdependent assessment of units:
- this unit is recommended to be assessed with other units: CHCRF23A "Respond to problems and complaints about the service", "CHCRF21A "Promote equity in access to the service", CHCP&R4 "Develop and implement policy"

Underpinning knowledge:
- structure of service/organisation
- network of relevant services
- service guidelines
- knowledge of legal/legislative requirements
- Quality assurance processes relevant to service type
- Mission statements, philosophical statements of organisation
- community needs
- needs of clients of all abilities, disabilities
- cultural background, values and beliefs
- up to date knowledge of "good practice"
- role model
- ethics, duty of care
- rights of clients
- relevant accreditation principles eg. QIAS and service standards

Underpinning skills:
- cross cultural communication
- observation and analysis of information
- goal setting
- data collection
- leadership
- persuasive communication

Resource implications:
- access to an appropriate workplace or simulated workplace setting where assessment can be conducted

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

CHCORG20A Promote and represent the service

Element	Performance criteria
1. Promote community awareness of the clients, their needs and their importance	- presentations are prepared and delivered in a way appropriate to the target group - 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	- stakeholders and supporters in the community are identified and their particular interest and resources are identified - communications are targeted to areas where the profile needs raising or clarifying - opportunities for the community to view and contribute to the service are facilitated - a range of materials and resources providing information to the community are prepared and used - a range of different methods of promotion are used - a strategy to review the profile of the service in the community is developed and in use - information campaigns are developed to address particular issues, as required - opportunities for involvement in the community are considered and utilised as relevant - staff participation in appropriate forums is encouraged - press and other publicity is utilised appropriately - accurate and positive information is provided to the community to develop a positive community image
3. Represent the service	- the service's philosophy, purpose, policies and procedures are represented clearly and accurately - questions and concerns about the service are responded to and followed up - the service's need for resources is represented to appropriate forums/organisations - the perspective and experience of the service is represented to relevant forums
4. Respond to negative publicity and perceptions, as required	- negative publicity and perceptions are analysed for potential outcomes and implications for the service - spokespersons are listened to carefully in order to develop an understanding of their position - advice is sought from stakeholders and supporters in the community if required - a spokesperson is nominated to represent the service if required - communications used do not exacerbate existing negative perceptions - organisational policies are reviewed in light of issues raised, as appropriate - a strategy to deal with negative publicity and perceptions is developed and implemented

Range of Variables:

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.

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:

Critical aspects of assessment:
- developing and delivering an effective and convincing promotion of the organisation

Underpinning knowledge:
- current trends in client service delivery
- range of child care services and their provision of service
- ideas about issues where promotion is required relevant to the service
- awareness of current issues/concerns/debates in the child care arena
- relevant accreditation principles and service standards

Underpinning skills:
- communication skills, both written and spoken
- negotiation skills
- conflict resolution skills
- basic skills in presenting information clearly and with impact
- commitment to service/field
- networking skills
- being able to listen to and investigate other points of view about children's services and their practices

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 tree different methods of promotion

Context of assessment:
- assessment may be on the job or under simulation

CHCORG21A Act as a resource to other services

Element	Performance criteria
1. Identify needs/issues in consultation with the service	• all relevant people/stakeholders are consulted to identify main issues and relevant information • different perceptions about issues are identified • contextual pressures, restraints and resources relevant to issues are identified • areas of common understanding are identified
2. Provide information and advice	• appropriate and relevant information materials are developed and provided in suitable formats and a timely manner to address issues and needs of services • meetings are organised and facilitated • the confidence of workers in the services is appropriately safeguarded and developed • alternative processes/structures to improve the service are recommended • innovative models for service delivery are developed and communicated • services which can offer additional advice or information are identified and recommended • appropriate information is provided to extend people's awareness of potential outcomes and strategies
3. Develop and implement models and strategies, in consultation with the service	• a range of options are discussed and an action plan is developed with relevant people • a process for review and follow up is included in the plan • strategies are implemented with service personnel as requested and needed • resources to implement the action plan are identified and the service supported to gain them • demonstrations are provided as required to assist implementation of new approaches • appropriate support coaching is provided to develop necessary competence • mediation and negotiation is undertaken as required to assist in resolving any conflict

Range of Variables:

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

Underpinning 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

Underpinning 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

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 tree different methods of promotion

Context of assessment:
- assessment may be on the job or under simulation

CHCP&R1A Participate in policy development

Participating in research and consultation processes which inform policy development.

Element	Performance criteria
1. Assist in the policy development of the organisation	• information on impact of organisational policies on clients and relevant others is provided to supervisor when requested • views and opinions of clients and relevant others are provided to supervisor when requested • concerns regarding job responsibilities are reported to supervisor • suggestions on changes to policy are related to supervisor when requested
2. Contribute to collection of data for research purposes	• undertake data collection in the manner prescribed • research and consultation with clients and relevant others is carried out under guidance of supervisor • organisational policies and procedures are to be followed when conducting research and consultation • research and consultation is completed within established timeframes • information is gathered in a manner which respects cultural and individual differences • confidentiality of information gathered is maintained • information gathered is provided to supervisor in the format requested

Range of Variables

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

Underpinning 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

Underpinning 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

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

CHCP&R2A Contribute to policy development

Developing and analysing policies which impact on the client group and the work of the organisation.

Element	Performance criteria
1. Review existing policies	• relevant organisational and other policies are identified and assessed for their relevance and effectiveness to the organisation's objectives • clients and other stakeholders are consulted about their views on policies • 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	• 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 • 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 • 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	• briefing materials are prepared as required in a format appropriate to the audience, the purpose and the context • on the worker's and organisation's role and expertise are drawn on for briefing materials • reasoned argument and evidence are incorporated into briefing materials
4. Promote informed policy debate	• 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 • strategies to stimulate informed debate are implemented within time frames, resource allocations and agreed processes • where necessary, strategies are implemented to translate policy materials into language/s easily understood by clients and other stakeholders • strategies are developed which enable exchange of views and information between policy initiators, clients and other stakeholders

Range of Variables

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 of Variables
- 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 CHCP&R3A Undertake research activities

Underpinning 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

Underpinning 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

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

CHCP&R3A Undertake research activities

Implementing research relevant to operations of the organisation.

Element	Performance criteria
1. Prepare a research plan	• the views and interests of stakeholders are reflected in the research methodology and it and is compatible with ethical considerations • the research methodology is selected for suitability to the needs, purposes and resources and maximising credibility of outcomes • 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 • strategies for validating research outcomes are incorporated within the research plan
2. Implement appropriate research strategies	• resources needed to conduct research are determined and allocated • all relevant information is collected in a timely manner and recorded and stored to ensure validity, confidentiality and security • 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 • consultation is undertaken according to the agreed practices and protocol of own and other agencies • consideration of cultural sensitivities and ethical issues is imbedded in all consultation
3. Organise and analyse information	• information is organised in a form which allows analysis and is suitable for the purpose of the research • patterns and explanations developed are derived from the data to ensure validity and reliability
4. Report the findings of the research	• complete and accurate details of the research methodology, information and analysis are reported in an accessible and useable style and format • opportunities are provided for the validation of the research findings • the results of the research are reported and made available to all relevant stakeholders

Range of variables

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

Underpinning 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

Underpinning 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

CHCP&R4A Develop and implement policy

Developing and applying policy initiatives in the workplace.

Elements	Performance criteria
1. Research and consult with others to develop policies	• existing organisational, government and other policies relevant to the issue are evaluated to determine their currency and relevance for the organisation and its clients • appropriate research and consultation which will contribute to policy development is undertaken and documented in accordance with organisational policies and procedures • relevant stakeholders are consulted throughout the policy development process to ensure relevance and acceptance of the product • appropriate mechanisms are provided to facilitate open constructive discussion about policy issues and their possible resolution • policies are developed which reflect the culture, values and objectives of the organisation • resourcing implications of implementation and review mechanisms are included in policies
2. Test draft policies	• an appropriate consultation plan is developed and implemented to test and review draft policies • policy implementation issues including monitoring and evaluation processes are discussed with relevant personnel and the policy modified as appropriate • changes to policies are notified to those affected in time to take remedial action
3. Develop policy materials	• policy materials are prepared in a format and style to facilitate understanding and implementation of the policy • policy proposals are developed which acknowledge a range of sources, interest groups and applications
4. Implement and review policies	• a policy implementation plan is developed and followed to ensure maximum impact of new and revised policies • strategies to ensure wide dissemination of policy information is developed and utilised • evaluation plan is developed and implemented to ensure ongoing review of policies and maximum input from clients and stakeholders • policies are reviewed in accordance with organisational policies and procedures • policies relevant to the organisation's operation are promoted in an appropriate manner utilising a range of strategies to key clients and stakeholders • feedback received during marketing and promotion are utilised in the review of policies

Range of Variables:

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

Underpinning 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

Underpinning 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

CHCP&R5A Manage research activities

Initiating, managing and acting upon research and the resultant recommendations.

Element	Performance criteria
1. Initiate research efforts	• the need for further research is identified and defined and proposals developed in consultation with relevant stakeholders • research concepts, designs and proposals are developed and tested with relevant stakeholders according to needs, timeframes, resources and desired outcomes • the feasibility of research proposals is assessed against determined criteria • opportunities are provided to encourage participation in research activities • issues related to ethics, validity and reliability are incorporated in research designs
2. Identify and acquire resources	• strategies are devised and implemented to obtain and make use of the necessary human, financial and physical resources to ensure research outcomes • 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
3. Supervise research being undertaken	• a work plan and budget is implemented taking account of resource and time constraints and negotiated with all research workers, and participants, if relevant • progress against the work plan and budget is monitored on a regular basis and changes made as necessary • opportunities for feedback, support, advice and debriefing for research workers are created and acted on to ensure the quality of the outcomes • opportunities are created for stakeholders to evaluate the research findings and process
4. Interpret and act on analysis of research	• the analysis and recommendations are derived from the research and satisfy the desired outcomes • the validity and reliability of the research findings is tested against the original research plan and confirmed with key stakeholders • where appropriate, recommendations are made for actioning research results

Range of Variables

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.

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

Underpinning 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

Underpinning 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

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

CHCP&R6A Coordinate policy development

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	• policy development parameters, procedures, resources and timeframe are established and confirmed • consultation processes with clients, workers and external personnel are developed and utilised • inter-organisation cooperation in policy development is examined with a view to maximising available resources • supervision and support is provided to workers engaged in policy activities • resource allocations are monitored against approved budget
2. Monitor organisation policies	• operational staff and associated organisations are regularly consulted on existing organisation policies • mechanisms are established to monitor inter-organisation policies and efficiently resolve gaps and problems • 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	• draft policies are prepared and presented to management according to established practice and management implementation requirements • policy evaluation procedures and time schedules are prepared and, following approval, implemented • processes are developed to enable the ongoing evaluation and monitoring of policy including facilitation of input from client groups, other organisations and stakeholders

Range of Variables

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

Underpinning 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
- 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

Underpinning 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

CHCP&R7A Manage policy development

Establishing, coordinating and promoting strategic policy development in the context of changing social and political environment.

Element	Performance criteria
1. Identify future directions in organisational services	• major social issues impacting on service provision are analysed and interpreted for effects on service provision • liaison is established with key stakeholders to identify future directions, coordinate the organisation's responses to emerging issues and ensure effective communication • relevance of agency services to high need individuals and groups are assessed and advice prepared in an ongoing manner • key national and state policies are closely monitored for relevance
2. Manage policy development	• broad agency directions and corporate goals are developed using appropriate consultation processes • 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 • resource requirements for policy development and marketing are identified and secured
3. Advocate for appropriate policy development	• strategies consistent with the role and principles of the agency are determined and promoted within the organisation and externally as appropriate • advocacy strategies and reporting mechanisms are selected and used to target key decision makers and others with influence in the identified policy area • the perspectives and position of the organisation are reflected in the advocacy strategies and reporting mechanisms selected

Range of Variables

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

Underpinning knowledge:
- relevant legislation, government discussion papers
- relevant major conferences, seminars papers
- policy development models/systems
- consultation models
- organisational strategic plans

Underpinning 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

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

BSZ401A Plan assessment

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Establish evidence required for a specific context	• the evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context • relevant unit(s) of competency is read and interpreted accurately to identify the evidence required • specified evidence requirements: • assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current • sufficient evidence is specified to show consistent achievement of the specified standards • the cost of gathering the required evidence is established
2. Establish suitable assessment method(s)	• assessment methods are selected which are appropriate for gathering the type and amount of evidence required • opportunities to consolidate evidence gathering activities are identified • allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed •
3. Develop assessment tools appropriate to a specific assessment context	• an assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context • the assessment tool is designed to mirror the language used to demonstrate the competency in a specific context • clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed • the assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur
4. Trial assessment procedure	• assessment methods and tools are trialed with an appropriate sample of people to be assessed • evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration • appropriate adjustments are made to improve the assessment method and tools in light of the trial • assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable

Range of Variables

Assessment system may be developed by:

- *the industry through the endorsed component of training packages assessment guidelines*
- *the enterprise*
- *a registered training organisation*
- a combination of the above

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as
    ◊ to gain a particular qualification or a licence
    ◊ to determine employee classification
    ◊ to recognise prior learning/current competencies
    ◊ to identify training needs or progress.
- location of the assessment such as:
    ◊ on the job or off the job
    ◊ combination of both.
- assessment guidelines of training package or other assessment requirements

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel many include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments

- state/territory training/recognition authorities
- training and assessment coordinators
- relevant managers/supervisors team leaders
- technical specialists

Appropriate procedure:
- the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
    ◊ the industry
    ◊ the enterprise
    ◊ the training organisation
    ◊ a combination of the above
- the assessment procedure should specify the following:
    ◊ recording procedure
    ◊ appeal/review mechanism
    ◊ assessment methods to be used
    ◊ instructions/materials to be provided to the person(s) being assessed
    ◊ criteria for making decisions of competent, or not yet competent
    ◊ number of assessors
    ◊ assessment tools
    ◊ evidence required
    ◊ location of assessment
    ◊ timing of assessment
    ◊ assessment group size
    ◊ allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

Assessment methods may include:
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- these methods may be used in combination in order to provide sufficient evidence to make a judgement

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments

Assessment environment and resources to be considered include:
- time
- location
- personnel
- finances/costs
- equipment
- materials
- occupational health and safety requirements
- enterprise/industry standard operating procedures

Allowable adjustments may include:
- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

Evidence Guide:

Critical aspects of evidence:
- documentation in relation to:
    - ◊ specific assessment context, including the purpose of assessment
    - ◊ features of the assessment system
    - ◊ characteristics of the person being assessed
    - ◊ evidence of competency required
    - ◊ plan of opportunities for gathering the evidence required
    - ◊ assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- an assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments
- an assessment procedure for the specific context

Assessment requires evidence of the following processes to be provided:
- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel

Interdependent assessment of units:
- this unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:
- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the assessment guidelines of the training package assessment and workplace training
- skills in the application of various assessment methods, relevant to workplace context
- planning of own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
    - ◊ read and interpret relevant information to plan assessment
    - ◊ give clear and precise information/instructions in spoken or written form
    - ◊ adjust spoken and written language to suit target audience
    - ◊ write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context

◊ prepare required documentation using clear and comprehensible language and layout
　　　　◊ calculate and estimate costs
- communication skills appropriate to the culture of the workplace and the individual(s)

Resource implications:
- access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel

Consistency in performance:
- competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:
- assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	2

BSZ402A Conduct assessment

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Identify and explain the context of assessment	• the context and purpose of assessment are discussed and confirmed with the person(s) being assessed • the relevant performance standards to be used in the assessment eg. current endorsed competency standards for the specific industry are clearly explained to the person being assessed • the assessment procedure is clarified and expectations of assessor and candidate are agreed • any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed • the needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure • information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
2. Plan evidence gathering opportunities	• opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency • the need to gather additional evidence which may not occur as part of the workplace or training activities are identified • evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
3. Organise assessment	• the resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment • appropriate personnel are informed of the assessment • spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel
4. Gather evidence	• verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence • the evidence specified in the assessment procedure is gathered, using the assessment methods and tools • evidence is gathered in accordance with specified allowable adjustments where applicable • the evidence gathered is documented in accordance with the assessment procedure

5. Make the assessment decision	• the evidence is evaluated in terms of:
	   ◊ validity
	   ◊ authenticity
	   ◊ sufficiency
	   ◊ currency
	   ◊ consistent achievement of the specified standard
	• the evidence is evaluated according to the dimensions of competency:
	   ◊ task skills
	   ◊ task management skills
	   ◊ contingency management skills
	   ◊ job/role environment skill
	   ◊ transfer and application of knowledge and skills to new contexts
	• guidance is sought, when in doubt, from a more experienced assessor(s)
	• the assessment decision is made in accordance with the criteria specified in the assessment procedure

6. Record assessment results	• assessment results are recorded accurately in accordance with the specified record keeping requirements • confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel
7. Provide feedback to persons being assessed	• clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed • opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed • the person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
8. Report on the conduct of the assessment	• positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure • any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure • suggestions for improving any aspect of the assessment process are made to appropriate personnel

Range of Variables

Assessment system may be developed by:
• the industry
• the enterprise
• a Registered Training Organisation
• a combination of the above

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:
- purpose of the assessment, such as
    ◊ to gain a particular qualification or a licence
    ◊ to determine employee classification
    ◊ to identify training needs or progress
    ◊ to recognise prior learning/current competencies.
- location of the assessment, such as
    ◊ on the job or off the job
    ◊ combination of both
- assessment Guidelines of the relevant training package or other assessment requirements
- features of assessment system

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel may include:
- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists

Assessment procedure may include:
- the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
    ◊ the industry
    ◊ the enterprise
    ◊ the training organisation
    ◊ a combination of the above

- the assessment procedure should specify the following:
    ◊ recording procedure
    ◊ appeal/review mechanism
    ◊ assessment methods to be used
    ◊ instructions/materials to be provided to the person(s) being assessed
    ◊ criteria for making decisions of competent, or not yet competent
    ◊ number of assessors
    ◊ assessment tools
    ◊ evidence required
    ◊ location of assessment
    ◊ timing of assessment
    ◊ assessment group size
    ◊ allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment methods may include:
- work samples and /or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:
- provision of personal support services eg. Auslan interpreter, reader, interpreter, attendant carer, scribe
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

*Assessment environment and resources to be considered may include***:**
- time
- location
- personnel
- finances/costs
- equipment
- materials
- occupational health and safety requirements
- enterprise/industry standard operating procedures

Recording procedures may include:
- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above

Assessment reporting:
- final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- summative assessment reports, where issued, will indicate units of competency where additional learning is required
  NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.

Evidence Guide

Critical aspects of evidence:
- description of the assessment context, including the purpose of assessment,
- the relevant competency or other performance standard and assessment procedure used
- description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- conduct of assessment in accordance with competency requirements
- recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process

Assessment requires evidence of the following processes to be provided:
- how agreement was sought with the person(s) being assessed on the conduct of the assessment
- how opportunities to gather evidence were identified as part of workplace or training activities
- how evidence was gathered in accordance with the assessment procedure
- how evidence gathering activity covered the dimensions of competency
- how resources were arranged according to the assessment procedure
- how appropriate personnel were consulted
- how evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment was conducted to ensure that :
  ◊ all arrangements and activities were understood by all parties
  ◊ the person was put at ease and the supportive assessment environment was created
  ◊ language, literacy and numeracy issues were taken into consideration
- how constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- how guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed

Interdependent assessment of units:
- this unit of competency may be assessed in conjunction with other units that form part of a job role

Required skills and knowledge:
- knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements

- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- assessment guidelines of the training package assessment and workplace training
- planning of own work including predicting consequences and identifying improvements
- skills in the application of various assessment methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
    - ◊ give clear and precise instructions and information in spoken or written form
    - ◊ seek confirmation of understanding from the person(s) being assessed
    - ◊ adjust language to suit target audience
    - ◊ prepare required documentation using clear and comprehensible language and layout
    - ◊ ask probing questions and listen strategically to understand responses of the person being assessed
    - ◊ seek additional information for clarification purposes
    - ◊ use verbal and non-verbal language to promote a supportive assessment environment
    - ◊ use language of negotiation and conflict resolution to minimise conflict
- communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications:
- access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel

Consistency of performance:
- competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Assessment context:
- assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise

KEY COMPETENCIES					
Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	**2**	**2**	**2**	**2**	**3**

BSZ403A Review assessment

This unit covers requirements to review assessment procedures in a specific context.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Review the assessment procedure(s)	- appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria - the review process established by the enterprise, industry or registered training organisation is followed - the assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation - review activities are documented, findings are substantiated and the review approach evaluated
2. Check consistency of assessment decision	- evidence from a range of assessments is checked for consistency across the dimensions of competency - evidence is checked against the key competencies - consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon
3. Report review findings	- recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes - records are evaluated to determine whether the needs of appropriate personnel have been met - effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed

Range of Variables

Assessment system may be developed by:
- the industry
- the enterprise
- the registered training organisation
- a combination of the above
- the assessment system should specify the following:
    - ◊ the purpose of assessment
    - ◊ competencies required of assessors
    - ◊ record keeping procedures and policies
    - ◊ any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
    - ◊ the appeal/review mechanisms and procedures
    - ◊ the review and evaluation of the assessment process
    - ◊ the linkages between assessment and training qualifications/awards, employee classification, renumeration, progression
    - ◊ relevant policies
    - ◊ quality assurance mechanisms
    - ◊ apportionment of costs/fees (if applicable)
    - ◊ marketing/promotion of assessment
    - ◊ verification arrangements

      ◊ auspicing arrangements, if applicable
      ◊ partnership arrangements, if applicable

Specific assessment context may be determined by:
- purpose of the assessment such as
    - ◊ to gain a particular qualification or a licence
    - ◊ to determine employee classification
    - ◊ to identify training needs or progress
    - ◊ to recognise prior learning/current competencies
- location of the assessment such as
    - ◊ on the job or off the job
    - ◊ combination of both
- assessment guidelines of training package or other assessment requirements
- features of assessment system

Evaluation criteria in review process should include:
- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Appropriate personnel may include:
- assessors
- person(s) being assessed
- employee/union representatives

- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- state/territory training/recognition authorities
- training and assessment coordinators
- relevant managers/supervisor/team leaders
- technical specialists

Assessment procedure:
- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  ◊ the industry
  ◊ the enterprise
  ◊ the training organisation
  ◊ a combination of the above

The assessment procedure should specify the following:
- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

Assessment methods may include a combination of:
- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:
- provision of personal support services eg. Auslan interpreter, reader, interpreter, attendant carer, scribe
- use of adaptive technology or special equipment eg. work processor or lifting gear
- design of shorter assessment sessions to allow for fatigue or medication

- use of large print version of any papers.

Assessment environment and resources to be considered:
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OCCUPATIONAL HEALTH AND SAFETY requirements
- enterprise/industry standard operating procedures

Evidence Guide

Critical aspects of evidence:
- documented process for the review of the assessment procedure(s)
- a report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications

Assessment requires evidence of the following processes to be provided:
- how the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- why particular review/evaluation methodologies were chosen
- how cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Interdependent assessment of units:
- this unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:
- knowledge of the review process established by the industry, enterprise or training organisation
- knowledge of evaluation methodologies relevant to the assessment context
- relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- skills in the application of various assessment methods/tools in a relevant workplace context
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
    ◊ read and interpret review procedures
    ◊ participate in discussions and listen strategically to evaluate information critically
    ◊ gather, select and organise findings from a number of sources
    ◊ document findings in summary form, graphs or tables
    ◊ present findings in a short report to relevant personnel
    ◊ make recommendations based on findings
    ◊ determine cost effectiveness
- communication skills appropriate to the culture of the workplace and the individual(s)

Resource implications:
- access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- access to assessment decisions, relevant workplace equipment, appropriate personnel

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Consistency in performance:
- competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:
- assessment may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	3	3	3	3

BSZ404A Train small groups

This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance Criteria
1. Prepare for training	• specific needs for training are identified and confirmed through consultation with appropriate personnel • training objectives are matched to identified competency development needs • training approaches are planned and documented
2. Deliver training	• training is conducted in a safe and accessible environment • training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources • strategies and techniques are employed which facilitate the learning process • objectives of the training, sequence of activities and assessment processes are discussed with training participant(s) • a systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)
3. Provide opportunities for practices	• practice opportunities are provided to ensure that the participant achieves the components of competency • various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants
4. Review training	• participants are encouraged to self evaluate performance and identify areas for improvement • participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance • training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives • training details are recorded according to enterprise and legislative requirements • results of evaluation are used to guide further training

Range of Variables

Relevant information to identify training needs includes:
• industry/enterprise or other performance competency standards
• endorsed components of relevant industry training package
• industry/workplace training practices
• job descriptions
• results of training needs analyses
• business plans of the organisation which identify skill development requirements
• standard operating and/or other workplace procedures

Appropriate personnel may include:
- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

*Components of competency include***:**
- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Characteristics of training participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Training sessions may include:
- one to one demonstration
- small group demonstration (2 to 5 persons)

Resources may include:
- time
- location
- personnel
- materials and equipment
- occupational health and safety and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs

Strategies and techniques may include:
- active listening
- targeted questioning
- points of clarification
- group discussions

Evidence Guide

Critical aspects of evidence:
- description of the specific training need and required competency outcomes
- outline of the training approach and steps to be followed
- description of training participant(s) and delivery method(s) to be used
- specific resources required
- outline of the evidence to be collected for monitoring training participant progress
- trainer's self assessment of training delivery
- participant evaluation of training delivery
- evaluation of review comments against plan of training
- records/documentation for monitoring progress of training participant(s)

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:
- how the specific training need was determined
- how the sequence of the training was determined
- how appropriate personnel were identified
- why particular delivery method(s) were selected
- how the characteristics of training participant(s) as identified
- how the resource requirements were established
- how participant progress was monitored
- why and how the training resources were selected
- how appropriate personnel confirmed training arrangements
- how participant(s) were informed of:
    ◊ intended training outcomes
    ◊ competencies to be achieved
    ◊ on and/or off the job practice opportunities
    ◊ benefits of practices
    ◊ learning activities and tasks
    ◊ assessment tasks and requirements
- how constructive feedback was provided to training participant about progress toward competency to be acquired
- how training participant readiness for assessment was determined and confirmed
- how records were maintained to ensure confidentiality, accuracy and security

Evidence may be provided verbally or in written form

Interdependent assessment of units:
- this unit may be assessed in conjunction with other units that form part of a job function

Required knowledge and skills:
- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (eg occupational health and safety and equal employment opportunity) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- ethical handling of performance issues
- language, literacy and numeracy required skills to:
    ◊ conduct discussions and ask probing questions to review the training
    ◊ gather information (in spoken or written form) for review purposes
    ◊ make verbal recommendations for delivery of future training
    ◊ adjust language to suit target audience (training participant/appropriate personnel)
    ◊ complete records on training
    ◊ provide verbal feedback & report on training outcomes

◊ follow and model examples of written texts
◊ promote training in verbal or written form
- communication skills appropriate to the culture of the workplace, appropriate personnel and training participants

Resource implications:
- access to records system for training, information, and training participants and supervisory staff (where appropriate)

Consistency in performance:
- competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:
- assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise

Key Competencies						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	2

BSZ405A Plan and promote a training program

This unit covers the requirement for persons to plan a training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Identify the competency needs	• the client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client • relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel • gaps between the required competencies and current competencies of the target group are determined • current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods
2. Document training program requirements	• training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance • training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies • available training programs and resources are customised to meet specific client needs, where required • appropriate grouping of activities is identified to support formative and summative assessments • overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation • methods of supporting and guiding participants within the target group are identified and specified
3. Identify program resources	• resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated • safe and accessible training environment are identified and arranged to support the development of competencies • arrangements are made with personnel required to support the training program • a register of training resources is maintained and held in an accessible form
4. Promote training	• advice on the development of the training program is provided to appropriate personnel • information on planned training events is made widely available, utilising a variety of methods • promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel

RANGE OF VARIABLES

*Training program***:**
- a collection of training activities to develop a target group. Clients provide the approvals for expenditure of training resources. Target group may include:
    - employee groups eg. particular classification or work area, female employees
    - groups or individuals with special training and/or recognition needs

Training may be:
- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi-site operation

Clients may include:
- a department/division
- a work area
- an enterprise or organisation

Clients needs may include:
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities

Information on the required competencies may be collected from:
- industry/enterprise competency standards
- licensing requirements
- standard operating procedures
- job descriptions
- discussions with client group
- enterprise skills audit reports
- industry skills audit reports
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports

Training program may be based on:
- national industry training packages
- enterprise training packages
- agreed curriculum
- international standards

Target group competencies may be identified by:
- matching enterprise/clint needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports

Appropriate personnel may include:
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including, language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees

- users of training information such as training providers, employers, human resource departments State/Territory Training/Recognition Authorities
- assessment/training partners
- trainers/teachers and assessors

Training program delivery may involve:
- enterprise workplace based delivery
- training provider based delivery
- community based delivery
- school based delivery
- international programs
- combination of the above

Characteristics of participants may include:
- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Variables for achieving competency may include:
- characteristics of training participants
- resources time, location , space, people and costs
- language, literacy and numeracy issues

Training delivery methods may include:
- face to face
- distance learning
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive eg. audio, or video conferencing, computer assisted, discussion
- mentoring
- active learning
- coaching

Training support may include:
- technical experts (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators

Training materials may include:
- non-endorsed components of a training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material

Evidence Guide

Critical aspects of evidence:
Assessment requires evidence of the following products to be collected:
- description of client, target group and appropriate personnel
- analysis of training needs of target group
- documentation on consultations with appropriate personnel throughout the program development phase
- outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals
- documentation on training resources and any other requirements for the training program

Assessment requires evidence of the following processes to be provided:
- how client, target group and appropriate personnel were identified
- how required competencies were determined to meet the client needs
- why there is a need for training as opposed to other non-training alternatives
- how the need for training was verified with appropriate personnel
- how appropriate personnel approved training program resources
- how language, literacy and numeracy issues were taken into consideration in the planning process

Interdependent assessment of units:
- this unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:
- understanding assessment and workplace training competency standards and assessment guidelines
- relevant competency standards, including industry or enterprise standards of performance
- relationships of competencies to industrial agreements, classification systems and Australian qualifications framework (AQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements eg. occupational health and safety and anti discrimination regulations
- competency in unit(s) of competency relevant to the training program
- understanding of the principles of adult learning and competency based training as applied to the target group and client
- identification and correct use of equipment, processes and procedures relevant to competencies
- knowledge of methods of training needs analysis and planning
- sources of assistance for participants requiring language or other particular training support
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
    ◊ collect, summarise and interpret relevant information to plan a program
    ◊ communicate in spoken and written form with a range of people in the specified training context
    ◊ adjust spoken and written language to suit audience
    ◊ prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
    ◊ calculate and estimate costs, time and length of training programs
- awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of ll&n with technical training
- communication skills appropriate to the culture of the workplace, appropriate personnel and target group

Resource implication:
- access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources

Consistency in performance may include:
- competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:
- assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	3

BSZ406A Plan a series of training sessions

This unit covers the requirement for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Identify training requirements	- current competencies of the target group are identified - relevant training package documentation or approved training course documentation is obtained where applicable - qualification requirements, competencies and/or other performance standards to be attained are interpreted - training requirements are identified from the gap between the required competencies and the current competencies of the target group - training requirements are confirmed with appropriate personnel
2. Develop outlines of training sessions	- the training program goals, outcomes, performance and underpinning knowledge requirements are identified - the training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed - a range of training delivery methods are identified which are appropriate for: ◊ the competencies to be achieved ◊ training program's goals ◊ characteristics of training participants ◊ language, literacy and numeracy skill level of training participants ◊ availability of equipment and resources ◊ industry/enterprise contexts and requirements - training session outlines are mapped against required competencies and deficiencies are identified and addressed - special requirements for resources, particular practice requirements and training experiences are documented - methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified
3. Develop training materials	- available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright - existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting - instructions for use of learning materials and any required equipment are provided - copyright laws are observed - training resource costs are identified and approvals are obtained from appropriate personnel - documentation, resources and materials developed or used are clear and comprehensible
4. Develop training sessions	training session plans are developed to meet the goals

	of the training program
	• training session plans specify session planned outcomes
	• opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice
	• session plans identify delivery methods which are appropriate for:
	  ◊ the competency to be achieved
	  ◊ training program's goals
	  ◊ training participants' characteristics
	  ◊ language, literacy and numeracy skill level of training participants
	  ◊ learning resources and facilities to be used
	  ◊ equipment and consumable resources available
	  ◊ industry/enterprise/workplace contexts and requirements
	  ◊ each outlined training session
	• training sessions are designed to measure participant progress towards the program goals
	• sequence and timing of the training sessions are documented

5. Arrange resources	• resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel • appropriate training locations are identified and arranged • arrangements are made with (any) additional personnel required to support the training program • the training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies • learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form

Range of Variables

Training program may include:
• a collection of training activities to meet competency requirements and target group and client needs. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
  ◊ employee groups eg. particular classification or work area, female employees
  ◊ groups or individuals with special training and/or recognition needs

Training may be conducted:
• on the job
• in a simulated setting
• in a training organisation
• in a combination of locations to suit the units of competency being learned and/or assessed
• in a single site or multi site operation
• in a work environment

Appropriate personnel may include:
• trainers/teachers and assessors
• team leaders/supervisors/managers/employers
• participant/employee/learner
• technical /subject experts

• government regulatory bodies

- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- language, literacy, numeracy specialists
- assessment/training partners
-
- Training programs may be based on:
- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs

Target group competencies may be identified by:
- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

*Training sessions may involve***:**
- theory
- demonstration
- combination of the two

Training programs may involve:
- enterprise based delivery
- provider based delivery
    - ◊ fee for service
    - ◊ local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

Characteristics of participants include:
- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Variables for achieving competency include:
- characteristics of training participants
- resources eg. time, location , space, people and costs
- language, literacy and numeracy issues

*Training delivery methods include***:**
- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred

- real time, time independent
- place dependent, place independent
- interactive eg. audio or video conferencing, computer assisted, discussion

Materials may include:
- non-endorsed components of an industry training package
- work books
- language, literacy and numeracy support/integrated training materials
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

Training support may include:
- technical and subject experts
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators

Practice opportunities may include:
- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in an external training room
- work/field placements
- job rotation
- or a combination of the above

Training activities and tasks may include:
- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements

Evidence Guide

Critical aspects of evidence:

Assessment requires evidence of the following products to be collected:

- description of target group, characteristics of training participants and appropriate personnel
- outline of training program requirements to deliver training sessions, including any variables to meet to meet the characteristics of training participants
- training session plans
- samples of training materials
- documentation of resources, assessment procedures and support needed in training delivery

Assessment requires evidence of the following processes to be provided:
- how appropriate personnel were consulted
- how consultation took place with appropriate how the session plans meet competency requirements and characteristics of training participants
- how the training was made accessible and effective for all training participants
- how training materials and resources were selected
- how training materials were prepared
- why training methods of delivery were selected
- how/why training delivery was modified
- how language, literacy and numeracy issues were taken into consideration in the planning process

Interdependent assessment of units:
- this unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills
- assessment and workplace training competency standards
- relevant competency standards, including industry or enterprise standards of performance
- relationships of competencies to industrial agreements, classification systems and Australian qualifications framework (AQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements
- competency in unit(s) of competency relevant to the training program
- principles of adult learning and competency based training
- identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- appropriate methods of analysis and planning
- sources of assistance for participants requiring language or other particular training support
- planning own work, including predicting consequences and identifying improvements
- language, literacy and numeracy skills to:
    ◊ collect, summarise and interpret relevant information to plan a series of programs
    ◊ communicate in spoken and written form with a range of people in specified training context
    ◊ adjust spoken and written language to suit audience
    ◊ prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
    ◊ calculate and estimate costs, time and length of training sessions
- awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- application of cultural understanding in the context of training and assessment

Resource implications:
- access to target group, competency training program including relevant standards and resources

Consistency in performance may include:
- competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:
- assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	3

BSZ407A Deliver training sessions

This unit covers the requirements for a person to deliver training sessions as part of a training program.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Prepare training participants	• training program goals and training session outcomes are explained to, and discussed with, training participants • the training program workplace applications, training activities and tasks are explained and confirmed with the training participants • needs of training participants for competency acquisition are identified • the series of training sessions for the training program are explained to training participants • ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants • language is adjusted to suit the training participants and strategies/techniques eg. paraphrasing and questioning are employed to confirm understanding

2. Present training session	• presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies
	• presentation of training and design of learning activities emphasise and reinforce the components of competency
	   ◊ task skills
	   ◊ task management skills
	   ◊ contingency management skills
	   ◊ job/role environment skills
	   ◊ transfer and application of skills and knowledge to new contexts
	• presentation and training delivery methods provide variety, encourage participation and reinforce competencies
	• spoken language and communication strategies/techniques are used strategically to encourage participation and to achieve the outcomes of training sessions
	• training sessions are reviewed and modified as necessary to meet training participants' needs

3. Facilitate individual and group learning	• the requirements for the effective participation in the learning process is explained • timely information and advice is given to training participants during training sessions • training presentations are enhanced with the use of appropriate training resources • clear and accurate information is presented in a sequence to foster competency development • language is adjusted to suit training participants • training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages • training equipment and materials are used in a way that enhances learning • supplementary information is provided to enhance and clarify understanding as required by individuals or the group • key points are summarised at appropriate times to reinforce learning • individual learning and group dynamics are monitored and managed to achieve program goals • language, literacy and numeracy issues are taken into account to facilitate learning by training participants

4. Provide opportunities for practice and feedback	• process, rationale and benefits of practice of competency are discussed with training participants
	• practice opportunities are provided to match:
	   ◊ specific competencies to be achieved
	   ◊ context of the training program
	   ◊ specific outcomes of the training session
	• training participants' readiness for assessment is monitored and discussed with participants
	• constructive feedback and reinforcement are provided through further training and/or practice opportunities

5. Review delivery of training session	• training participants review of training delivery is sought • the delivery of training session is discussed with appropriate personnel at appropriate times • trainer self assesses training delivery against program goals, session plans and assessment and workplace training competency standards • the reactions of relevant personnel to the delivery are sought and discussed at appropriate times • adjustments to delivery, presentation and training are considered and incorporated

Range of Variables:

Training program:
- a collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group include:
    ◊ employee groups eg. particular classification or work area, female employees
    ◊ groups or individuals with special training and or recognition needs

Appropriate personnel:
- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities

Training program may be based on:
- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs

Training programs may involve:
- enterprise based delivery
- provider based delivery
    ◊ fee for service
    ◊ local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

Target group's competencies may be identified by:
- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

Training sessions may involve:
- theory
- demonstration
- combination of the two

Characteristics of participants:
- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Training delivery methods may include:
- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive eg. audio, or video conferencing, computer assisted, discussion

Training materials may include:
- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above

Training activities and tasks may include:
- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements

Evidence Guide

Critical aspects of evidence:
Assessment requires evidence of the following products to be collected:
- delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
- training materials and resources
- trainers self assessment of their own training delivery
- documentation on reaction of appropriate personnel and training participants to delivery of training sessions
- changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel

Assessment requires evidence of the following processes to be provided:
- how training participants were informed of the:
    - ◊ program's goals

- ◊ competencies to be achieved
- ◊ training session outcomes,
- ◊ on and/or off the job practice opportunities
- ◊ benefits of practice
- ◊ training activities and tasks
- ◊ assessment tasks and requirements
- how the delivery of the training was conducted to ensure that :
  - ◊ training participants were involved in the sessions
  - ◊ language, literacy and numeracy issues were taken into consideration
- why particular resource materials were selected
- how the characteristics of training participants were identified and addressed
- how readiness for assessment was determined and confirmed with training participants
- how constructive feedback was provided to the target group about their progress toward the program's goals
- how the group operated in terms of processes and dynamics
- how feedback from target group was received and program adjusted

Interdependent assessment of units:
- this unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:
- knowledge of assessment and workplace training competency standards and assessment guidelines
- relevant competency standards including industry or enterprise standards
- relationships of competencies to industrial agreements, classification systems and the Australian qualifications framework (AQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements eg. occupational health and safety and anti-discrimination regulations
- competency in unit(s) of competency relevant to the training program
- identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- understanding of the principles of adult learning and competency based training as applied to target group
- design and/or customisation of effective learning resources
- requirements for compliance with copyright law for resources used in training
- skills in facilitating group and individual learning in specific contexts
- knowledge of training delivery methods/strategies
- skills in the design of activities and tasks to facilitate learning in specific contexts
- sources of assistance for participants requiring language or other particular training support
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy required skills to:
  - ◊ present information in a clear, logical and coherent manner
  - ◊ present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
  - ◊ adjust spoken and written language to suit audience
  - ◊ employ interaction strategies and techniques eg. probing questioning, active listening & constructive feedback to encourage participation
  - ◊ prepare learning resources and materials using language and layout features to suit intended audience
- awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- communication skills appropriate to the culture of the workplace, appropriate personnel and target group

Resource implications:
- access to training program, training session plans, requisite training locations, materials and target groups for training

Consistency in performance:

- competency in this unit needs to be assessed over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:
Assessment should occur in on the job or in a simulated workplace.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	2	2

BSZ408A Review training

This unit covers the requirements of persons to record training data and review training.

This unit was taken from the Training Package for Assessment and Workplace Training.

Element	Performance criteria
1. Record training data	• details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored • training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents

2. Evaluate training	• training is evaluated against identified needs and goals of the training program
	• feedback on the training program is sought from training participants and appropriate personnel
	• training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions
	• trainer's performance is reviewed against:
	  ◊ program goals
	  ◊ the assessment and workplace training competency standards
	  ◊ training participants' comments
	  ◊ training participants' competency attainment
	• results of the evaluation are used to improve current and future training
	• suggestions are made for improving any aspect of the recording procedure

3. Report on training	• reports on outcomes of the training sessions are developed and distributed to appropriate personnel

Range of Variables:

Training program:
• a collection of train activities to develop competencies. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
  ◊ employee groups eg. particular classification or work area, female employees
  ◊ groups or individuals with special training and or recognition needs

Training may be:
• on the job
• in a simulated setting
• in a training organisation
• in a combination of locations to suit the units of competency being developed and/or assessed
• in a single site or a multi site operation
• a combination of the above

Clients may include:
- a department/division
- a work area
- an enterprise or organisation

*Client needs may include***:**
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities

Characteristics of participants may include:
- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Training system may be developed by:
- the industry
- the enterprise
- the training organisation
- a combination of the above
- on a proforma or template
- written
- verbal
- combination of the above

Training evaluation may include:
- affective eg. satisfaction with the program
- cognitive eg. knowledge or skill gain
- performance or behaviour eg. absenteeism from work, productivity

Appropriate personnel may include:
- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts (eg language and literacy coordinators)
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities.

Record systems may be:
- paper based
- computer based systems using magnetic or optical storage
- combination of both paper and computer based systems

Record systems may be:
- theory
- demonstration

- or a combination of the two

Training programs may involve:
- enterprise based delivery
- provider based delivery:
  - ◊ fee for service
  - ◊ local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

Variables for achieving competency may include:
- participant characteristics
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods:
- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion)

Training materials may include:
- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may come from:
- technical and subject experts including particular subject and language and literacy specialists
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators

Practice opportunities may be:
- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above

Evidence Guide

Critical aspects of evidence:
Assessment requires evidence of the following products to be collected:
- evaluation reports in accordance with performance criteria(trainer, trainees and appropriate personnel)
- training and assessment records
- reports on the outcomes of the training sessions and training program
- plans for current and future training programs and activities
- promotional materials/reports
- costs incurred

*Assessment requires evidence of the following processes to be provided***:**
- How and why evaluation methods were selected
- How evaluation information was gathered and acted upon
- How the report on training sessions/programs was made to appropriate personnel
- How records are maintained, kept confidential and secured

Interdependent assessment of units
- this unit of competency may be assessed in conjunction with other units that form part of a job role

*Required knowledge and skills***:**
- assessment and workplace training competency standards
- relevant competency standards, including industry or enterprise standards of performance
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context
- policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records
- evaluation and review methodologies including those that produce qualitative and quantitative data
- establishment of criteria to evaluate training programs
- adaptation and use of training record systems for formative and summative assessment
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills such as those required to :
    ◊ collect, organise and analyse data
    ◊ prepare reports, questionnaires and promotional material
    ◊ present qualitative and quantitative data in a clear and coherent manner
    ◊ use probing questioning and active listening techniques to seek feedback on training
    ◊ adjust spoken and written language to suit audience
- awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- application of cultural understanding in the context of training and assessment

*Resource implications***:**
- access to training record systems, programs, and appropriate personnel
- opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements

Consistency in performance may include:
- competency in this unit needs to be assessed over a period of time, in a range of contexts on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment
- assessment should occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	**3**	**3**	**3**	**3**	**3**

COMMUNITY SERVICES COMMON NATIONAL COMPETENCY STANDARDS

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgements of quality using given criteria	• Manages processes • Selects the criteria for the evaluation process	• Establishes principles and processes • Evaluates and reshapes process • Establishes criteria for evaluation

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCAD1A	Advocate for clients	3	3	3	3	-	3	2
CHCAD2A	Support the interests, rights and needs of client within duty of care requirements	2	3	2	3	-	2	1
CHCADMIN1A	Undertake basic administrative duties	1	2	1	1	2	1	2
CHCADMIN2A	Provide administrative support	2	2	2	1	2	2	2
CHCADMIN3A	Undertake administrative work	3	2	3	1	3	3	3
CHCADMIN4A	Manage the organisation's finances, accounts and resources	3	3	3	1	3	3	3
CHCCD1A	Support community participation	2	2	2	2	-	1	1
CHCCD2A	Provide community education programs	2	2	2	2	-	1	1
CHCCD3A	Meet information needs of the community	2	2	2	2	1	2	2
CHCCD4A	Develop and implement community programs	3	3	3	3	1	2	2
CHCCD5A	Develop community resources	3	3	3	3	2	3	3

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCCD6A	Establish and develop community organisations	3	3	3	3	2	3	3
CHCCD7A	Support community resources	3	3	3	3	2	3	2
CHCCD8A	Support community action	3	3	3	3	2	3	2
CHCCD9A	Support community leadership	3	3	3	3	2	3	2
CHCCD10A	Provide leadership	3	3	3	3	2	3	2
CHCCD11A	Provide advocacy and representation	3	3	3	3	2	3	2
CHCCD12A	Undertake work in the community services industry	3	3	3	3	2	3	2
CHCCD13A	Work within specific communities	3	3	3	3	2	3	2
CHCCD14A	Implement a community development strategy	2	3	3	3	2	3	2
CHCCD15A	Develop and implement a community development strategy	3	3	3	3	2	3	2
CHCCD16A	Undertake systems advocacy	3	3	2	3	2	3	2
CHCCM1A	Undertake case management	1	1	1	2	-	1	1
CHCCM2A	Establish and monitor a case plan	1	1	1	2	-	1	2
CHCCM3A	Develop, facilitate and monitor all aspects of case management	2	2	2	3	-	2	2
CHCCM4A	Promote high quality case management	3	3	3	3	-	2	3
CHCCM5A	Develop practice standards	3	3	3	3	-	3	3
CHCCOM1A	Communicate with people accessing the services of the organisation	1	2	1	2	-	2	1
CHCCOM2A	Communicate appropriately with clients and colleagues	1	2	2	3	-	2	2
CHCCOM3A	Utilise specialist communication skills	1	3	3	3	-	3	3
CHCCOM4A	Develop, implement and promote effective communication techniques	1	3	3	3	-	3	3
CHCCS0A	Deliver service to clients	1	2	1	2	-	2	1
CHCCS1A	Deliver and monitor service to clients	1	1	1	1	-	1	1
CHCCS2A	Deliver and develop client service	2	2	2	2	-	2	2

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCCS3A	Coordinate the provision of services and programs	3	3	3	3	1	3	3
CHCCS4A	Manage the delivery of quality client service	3	3	3	3	1	3	3
CHCCS5A	Identify and address specific client needs	3	3	3	3	1	3	-
CHCCS6A	Assess and deliver services to clients with complex needs	3	3	3	3	1	3	2
CHCCS7A	Coordinate the assessment and delivery of services to clients with particular needs	3	3	3	3	1	3	2
CHCCWI1A	Operate under a case work framework	3	2	1	2	-	3	-
CHCCWI2A	Implement a case work strategy	3	3	2	3	-	3	1
CHCCWI3A	Work with clients intensively	3	3	3	3	1	3	2
CHCGROUP1A	Support the activities of existing groups	1	3	1	3	-	2	1
CHCGROUP2A	Support group activities	2	3	2	3	1	3	1
CHCGROUP3A	Plan and conduct group activities	2	3	3	3	-	2	1
CHCINF1A	Process and provide information	3	1	1	1	1	1	1
CHCINF2A	Maintain organisation's information systems	3	1	1	1	2	2	2
CHCINF3A	Coordinate information systems	3	2	2	2	2	3	3
CHCINF4A	Manage the organisation's information systems	3	2	3	3	3	3	3
CHCINF5A	Meet statutory and organisational information requirements	3	3	3	3	3	3	3
CHCINF6A	Manage information strategically	3	3	3	3	3	3	3
CHCNET1A	Participate in networks	2	2	2	2	-	2	1
CHCNET2A	Maintain effective networks	3	3	3	3	-	3	1
CHCNET3A	Develop new networks	3	3	3	3	-	3	2
CHCORG1A	Follow the organisation's policies procedures and programs	1	1	1	1	-	1	1
CHCORG2A	Work with others	1	2	1	1	-	1	1

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCORG3A	Participate in the work environment	1	3	2	2	2	2	1
CHCORG4A	Follow the organisation's occupational health and safety policies	2	2	2	2	2	2	2
CHCORG5A	Maintain an effective work environment	2	1	2	3	3	3	2
CHCORG6A	Coordinate the work environment	3	1	3	3	3	3	3
CHCORG7A	Manage workplace issues	3	3	3	3	3	3	3
CHCORG8A	Establish and manage new programs or services	3	3	3	3	3	3	3
CHCORG9A	Manage projects and strategies	3	3	3	3	3	3	3
CHCORG10A	Manage organisational change	3	3	3	3	3	3	3
CHCORG11A	Lead and develop others	3	3	3	3	3	3	3
CHCORG12A	Review organisational effectiveness	3	3	3	3	3	3	3
CHCORG13A	Manage organisational strategic and business planning	3	3	3	3	3	3	3
CHCORG14A	Manage a service organisation	3	3	3	3	3	3	3
CHCORG15A	Promote the organisation	3	3	3	3	3	3	3
CHCORG16A	Manage training	3	3	3	3	3	3	3
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	3	3	3	3	3	3	3
CHCORG18A	Establish, maintain and evaluate the organisations occupational health and safety system	3	3	3	3	3	3	3
CHCORG19A	Develop and maintain the quality of service outcomes	3	3	3	3	2	3	2
CHCORG20A	Promote and represent the service	2	3	2	3	2	3	2
CHCORG21A	Act as a resource to other services	3	3	2	3	2	2	3
CHCP&R1A	Participate in policy development	2	1	1	2	1	2	1
CHCP&R2A	Contribute to policy development	2	2	2	3	2	2	2
CHCP&R3A	Undertake research activities	3	3	3	3	3	2	2

CHC99 - Community Services Common

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCP&R4A	Develop and implement policy	3	3	3	3	3	3	3
CHCP&R5A	Manage research activities	3	3	3	3	3	3	3
CHCP&R6A	Coordinate policy development	3	3	3	3	3	3	3
CHCP&R7A	Manage policy development	3	3	3	3	3	3	3
BSZ401A	Plan assessment	3	3	3	3	3	2	2
BSZ402A	Conduct assessment	2	2	2	2	2	2	3
BSZ403A	Review assessment	3	2	3	3	3	3	3
BSZ404A	Train small groups	3	2	2	2	2	2	2
BSZ405A	Plan and promote a training program	3	3	3	3	2	3	3
BSZ406A	Plan a series of training programs	3	3	3	3	2	3	3
BSZ407A	Deliver training sessions	3	3	3	3	3	2	2
BSZ408A	Review training	3	3	3	3	3	3	3

Aged Care Work
CHC20199 Certificate II in Community Services (Aged Care Work)
CHC30199 Certificate III in Community Services (Aged Care Work)
CHC40199 Certificate IV in Community Services (Aged Care Work)
CHC50199 Diploma of Community Services (Aged Care Work)
CHC60199 Advanced Diploma of Community Services (Aged Care Work)

Alcohol and Other Drugs Work
CHC20299 Certificate II in Community Services (Alcohol and Other Drugs Work)
CHC30299 Certificate III in Community Services (Alcohol and Other Drugs Work)
CHC40299 Certificate IV in Community Services (Alcohol and Other Drugs Work)
CHC50299 Diploma of Community Services (Alcohol and Other Drugs Work)
CHC60299 Advanced Diploma of Community Services (Alcohol and Other Drugs Work)

Child Protection, Statutory Supervision, Juvenile Justice
CHC30499 Certificate III in Community Services (Child Protection, Statutory
Supervision, Juvenile Justice)
CHC40499 Certificate IV in Community Services (Child Protection, Statutory
Supervision, Juvenile Justice)
CHC50499 Diploma of Community Services (Child Protection, Statutory
Supervision, Juvenile Justice)
CHC60499 Advanced Diploma of Community Services (Child Protection, Statutory
Supervision, Juvenile Justice)

Children's Services
CHC20399 Certificate II in Community Services (Children's Services)
CHC30399 Certificate III in Community Services (Children's Services)
CHC40399 Certificate IV in Community Services (Children's Services)
CHC50399 Diploma of Community Services (Children's Services)
CHC60399 Advanced Diploma of Community Services (Children's Services)

Community Housing Work
CHC30599 Certificate III in Community Services (Community Housing Work)
CHC40599 Certificate IV in Community Services (Community Housing Work)
CHC50599 Diploma of Community Services (Community Housing Work)
CHC60599 Advanced Diploma of Community Services (Community Housing Work)

Community Work
CHC20499 Certificate II in Community Services (Community Work)
CHC30699 Certificate III in Community Services (Community Work)
CHC40699 Certificate IV in Community Services (Community Work)
CHC50699 Diploma of Community Services (Community Work)
CHC60699 Advanced Diploma of Community Services (Community Work)

Disability Work
CHC20599 Certificate II in Community Services (Disability Work)
CHC30799 Certificate III in Community Services (Disability Work)
CHC40799 Certificate IV in Community Services (Disability Work)
CHC50799 Diploma of Community Services (Disability Work)
CHC60799 Advanced Diploma of Community Services (Disability Work)

Mental Health Work (non clinical)
CHC30899 Certificate III in Community Services (Mental Health Work - non clinical)
CHC40899 Certificate IV in Community Services (Mental Health Work - non clinical)
CHC50899 Diploma of Community Services (Mental Health Work - non clinical)
CHC60899 Advanced Diploma of Community Services (Mental Health Work -
non clinical)

Youth Work
CHC30999 Certificate III in Community Services (Youth Work)
CHC40999 Certificate IV in Community Services (Youth Work)
CHC50999 Diploma of Community Services (Youth Work)
CHC60999 Advanced Diploma of Community Services (Youth Work)