



Australian Government

CHCEDU004 Develop, implement and review sexual and reproductive health education programs

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements

Application

This unit describes the skills and knowledge required to develop, deliver and evaluate sexual and reproductive health education programs.

This unit applies to workers in both health and community sectors. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify community issues relating to sexuality and sexual health and well being

- 1.1 Access and interpret community demographics, social trends and indicators
- 1.2 Analyse community access to health resources
- 1.3 Research health promotion programs currently being delivered to various community groups
- 1.4 Consider preventative strategies for community health and well being
- 1.5 Access policy directions and legal requirements to ensure currency
- 1.6 Review social support networks for groups presenting

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PERFORMANCE CRITERIA

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with issues

1.7 Consider community reaction to program delivery

2. Provide a positive learning environment

2.1 Review own attitudes and values in relation to sexual and reproductive health and the impact they have on providing an effective education program

2.2 Model the application of social justice principles

2.3 Structure learning programs to demonstrate valuing of diversity and individual choice

3. Design educational program to meet identified needs

3.1 Assess specific target group priorities and the need for education in the areas of sexuality and sexual health

3.2 Plan the method of delivery to meet the specific needs that have been identified

3.3 Design programs that are culturally inclusive and/or culturally unique

3.4 Develop strategies that facilitate clients to explore their own values and beliefs around sexuality

3.5 Respond to issues of disclosure and privacy according to organisation policies and procedures and legislative requirements

4. Evaluate program delivery and effectiveness

4.1 Measure changes in target group awareness of methods to improve sexual health and compare to the base line need

4.2 Access input from other service providers in the broad area of sexuality and sexual health to determine trends in behaviour

4.3 Access feedback from participants in the program and analyse it for improvement opportunities

4.4 Consider possible impact of broader social and policy issues as part of program evaluation and revision

4.5 Review and improve upon program documentation

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCEDU004 Develop, implement and review sexual and reproductive health education programs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed, implemented and reviewed at least 2 different sexual and reproductive health education programs to address a range of needs of 1 community group and 1 individual

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- community demographics, social trends and indicators
- social justice principles
- evidence based practise
- current organisation policy in relation to sexual and reproductive health initiatives and associated legal requirements
- own personal and social values and attitudes and their impact on education program development and delivery
- community resources and referral networks
- fundamentals principles of:
 - the anatomy and physiology of human sexuality
 - sexual function and dysfunction
 - pregnancy, birth and contraception
 - reproductive and sub-fertility issues

- sexually transmissible infections (STIs), human immunodeficiency virus (HIV) and safer sex issues
- sexuality events in the life cycle
- sexuality development across the lifespan
- sexual assault and harassment
- sexual identity and orientation
- legal and ethical issues in sexuality
- sexuality and disability
- sexuality in cultural contexts
- gender and gender identity
- sexual identity and sexual behaviour
- heteronormativity
- effective sexuality education
- sexual health promotion and policy

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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