



Australian Government

CHCEDU010 Prepare and evaluate relationship 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 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM409B/CHCFAM411B/CHCFAM412B/CHCFAM510 B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify relationship education needs of diverse groups and develop or adapt existing educational and support programs to meet those needs.

This unit applies to practitioners who work in relationship education in the community services sector. Relationship education may be a part of another work role. Delivery of programs is covered in separate group work units.

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 relationship education needs

1.1 Obtain and review information about the target group and its needs and characteristics

1.2 Confirm the specific issues affecting the target group in terms of interpersonal relationships

1.3 Identify and respond to the need for potential referral

ELEMENT**PERFORMANCE CRITERIA**

or collaboration with other services

1.4 Recognise when existing programs may be used or adapted to meet client needs

1.5 Determine key purpose of program to be developed or delivered

2. Adapt and design relationship education programs

2.1 Select education program model and approach based on client needs and presenting issues

2.2 Identify potential resource and operational constraints and use to inform program design

2.3 Identify and respond to potential barriers to participation in program design

2.4 Structure and adapt programs that address the range of influences affecting the target group

2.5 Collaborate with clients in program design according to organisation procedures

2.6 Determine ways to evaluate programs based on their content and the target group

2.7 Document program content and operational requirements according to organisation procedures

3. Evaluate relationship education programs

3.1 Seek and obtain feedback on program delivery from colleagues and clients

3.2 Analyse and reflect on feedback to identify areas for future improvement

3.3 Adjust or confirm programs according to organisation procedures and scope of own job role

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 CHCEDU010 Prepare and evaluate relationship 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:

- prepared or adapted, documented and evaluated relationship education programs, including the articulation of rationale, to meet the needs of at least 3 diverse groups, including those targeted to:
 - different ages
 - different genders
 - different family groupings
- prepared or adapted programs based on at least 2 different relationship education models or theories
- prepared or adapted programs for delivery in at least two different mediums.

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:

- legal and ethical considerations (national and state/territory) for program development, and how these are applied in organisations and individual practice:
 - discrimination

- duty of care
- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of workers and employers
- work role boundaries – responsibilities and limitations
- work health and safety
- diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact these can have on interpersonal relationships
- different theories regarding development of male and female identity, gender and potential impact of gender, roles and stereotyping on individuals and personal relationships
- dynamics of couples, parenting and parenting roles, stages of life-cycle and relationship cycles
- importance of primary attachments in the lives of children
- aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on relationships
- changing roles, influences and issues facing diverse groups of people in Australian society, including those relating to:
 - children and young people
 - men
 - women
 - families
 - couples, including separated and divorced couples
 - parents – fathers, mothers, step parents, non-biological parents
- differences in communication styles between different target groups and how these are addressed in relationship education programs
- potential barriers to participation for different target groups
- program design principles and how to adapt these to meet the needs of different target groups and different forms of presentation
- key principles of current theoretical frameworks, models and tools of relationship education practice, and their strengths and weaknesses for different situations
- models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- elements which contribute to healthy, effective and lasting family relationships
- evaluation strategies for relationship education programs.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - target group information
 - organisation policies and procedures

- sources of information on relationship education models and theories
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with other people as nominated in the performance evidence.

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

Links

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