

Australian Government

CHC Community Services

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CHC Community Services

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Links

Companion volumes, including implementation guides, are found in TGA - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

Important information

This training package release includes one or more units of competency developed before the implementation of the Standards for Training Packages 2012. These units of competency are not included in this training package release document. Please refer to the training package on *training.gov.au* for details.

CHC14015 Certificate I in Active Volunteering

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of volunteer workers and includes foundation skills required to enable them to effectively undertake volunteer work.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 5

- 3 core units
- 2 elective units, consisting of:
    - up to 2 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety

Elective units

CHCCOM005	Communicate and work in health or community services
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCYTH001	Engage respectfully with young people
HLTAID002	Provide basic emergency life support
HLTFSE001	Follow basic food safety practices
BSBCMM201	Communicate in the workplace
BSBCUS201	Deliver a service to customers
FSKDIG02	Use digital technology for simple workplace tasks
FSKWTG06	Write simple workplace information

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC14015 Certificate I in Active Volunteering	CHC10212 Certificate I in Active Volunteering	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Minimum	Not equivalent

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		work requirement of 20 hours.	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC22015 Certificate II in Community Services

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 9

- 5 core units
- 4 elective units, consisting of:
    - at least 2 units from the electives listed below
    - up to 2 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people

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HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities

Elective units

CHCCDE003	Work within a community development framework
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE002	Ensure the health and safety of children
CHCECE004	Promote and provide healthy food and drinks
CHCECE015	Attend to daily functions in home based child care
CHCPRT001	Identify and respond to children and young people at risk
CHCVOL001	Be an effective volunteer
HLTAID002	Provide basic emergency life support
HLTINF001	Comply with infection prevention and control policies and procedures
BSBWOR201	Manage personal stress in the workplace
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWTG09	Write routine workplace texts

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

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Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC22015 Certificate II in Community Services	CHC20112 Certificate II in Community Services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC24015 Certificate II in Active Volunteering

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 7

- 4 core units
- 3 elective units, consisting of:
    - up to 3 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer

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HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

Elective units

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCYTH001	Engage respectfully with young people
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWTG09	Write routine workplace texts

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC24015 Certificate II in Active Volunteering	CHC20212 Certificate II in Active Volunteering	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the	Not equivalent

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		2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Minimum work requirement of 20 hours.	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC30113 Certificate III in Early Childhood Education and Care

Modification History

Release	Comments
4	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
3	Correction of typographical errors. Equivalent outcome.
2	Correction to links and mapping. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to content of core units.

Qualification Description

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

^ From 1 July 2022 the core unit HLTAID004 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID012 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 18

- 15 core units
- 3 elective units
    - at least 1 must be selected from the electives listed below
    - up to 2 units may be selected from any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004 ^ **HLTAID012**	Provide an emergency first aid response in an education and care setting **Provide First Aid in an education and care setting (must be delivered from 1 July 2022)**
HLTWHS001	Participate in workplace health and safety

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Electives

CHCDIV001	Work with diverse people
CHCECE006	Support behaviour of children and young people
CHCECE012	Support children to connect with their world
CHCECE014	Comply with family day care administration requirements
CHCECE015	Attend to daily functions in home based child care
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCSAC004	Support the holistic development of children in school aged care
BSBINN301	Promote innovation in a team environment
BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBWOR301	Organise personal work priorities and development
SRCCRO008B	Interact positively with infants, toddlers and parents in a recreation environment

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC30113 Certificate III in Early Childhood Education and Care	CHC30712 Certificate III in Children's Services	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC30213 Certificate III in Education Support

Modification History

Release	Comments
3	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
2	Minor changes to formatting to improve readability. Corrections to metadata and links. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

^ From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://www.asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 17

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- 12 core units
- 5 elective units, of which:
    - at least 3 must be selected from the elective units listed below
    - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE006	Support behaviour of children and young people
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS002	Assist implementation of planned educational programs
CHCEDS003	Contribute to student education in all developmental domains
CHCEDS004	Contribute to organisation and management of classroom or centre
CHCEDS005	Support the development of literacy and oral language skills
CHCEDS006	Support the development of numeracy skills
CHCEDS007	Work effectively with students and colleagues
CHCEDS017	Contribute to the health and safety of students
CHCEDS018	Support students with additional needs in the classroom environment

Electives

CHCDIS007	Facilitate the empowerment of people with disability
CHCECE003	Provide care for children
CHCECE026	Work in partnership with families to provide appropriate care for children
CHCEDS008	Comply with school administrative requirements
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

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CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker
CHCEDS011	Search and assess online information
CHCEDS012	Set up and sustain individual and small group learning areas
CHCEDS013	Use an e-learning management system
CHCEDS014	Support students with English as a second language
CHCEDS015	Support development of student research skills
CHCEDS016	Support learning for students with disabilities in a classroom environment
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education
CHCEDS025	Facilitate learning for students with disabilities
CHCPRT001	Identify and respond to children and young people at risk
HLTAID003 **^HLTAID011**	Provide first aid **Provide First Aid (must be delivered from 1 July 2022)**
HLTWHS001	Participate in workplace health and safety

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC30213 Certificate III in Education Support	CHC30812 Certificate III in Education Support	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC32015 Certificate III in Community Services

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs.

At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 12

- 5 core units
- 7 elective units, consisting of:
    - at least 5 units from the electives listed below

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- up to 2 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS016	Respond to client needs
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and drugs context
CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCCCS005	Conduct individual assessments
CHCCCS009	Facilitate responsible behaviour
CHCCCS015	Provide individualised support
CHCCCS017	Provide loss and grief support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS023	Support independence and wellbeing
CHCCCS028	Provide client-centred support to people in crisis
CHCCDE001	Support participative planning processes
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCOM001	Provide first point of contact

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CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU003	Provide sexual and reproductive health information to clients
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU009	Provide parenting, health and well-being education
CHCGRP001	Support group activities
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT001	Identify and respond to children and young people at risk
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL001	Be an effective volunteer
CHCYTH001	Engage respectfully with young people
CHCYTH003	Support young people to create opportunities in their lives
HLTAID003	Provide first aid
HLTAID005	Provide first aid in remote situations
BSBINM301	Organise workplace information
BSBWOR301	Organise personal work priorities and development
CUECOR01C	Manage own work and learning
TAEDEL301A	Provide work skill instruction

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

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Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC32015 Certificate III in Community Services	CHC30112 Certificate III in Community Services Work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC33015 Certificate III in Individual Support

Modification History

Release	Comments
3	This version was released in *CHC Community Services Training Package release 3.2.* Additional group D added to address skills required in the Aged Care sector
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHC30212/CHC30408/CHC30312. Change to packaging rules. Significant change to core units. Minimum work requirement of 120 hours.

Qualification Description

This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 13

- 7 core units
- 6 elective units, consisting of:
    - at least 4 units from the electives listed below, at least 2 units must be from those units listed under Groups A, B or C
    - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *Certificate III in Individual Support.* Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

All Group A electives must be selected for award of the *Certificate III in Individual Support* (*Ageing)* and all remaining electives must be selected from Group D.

All Group B electives must be selected for award of the *Certificate III in Individual Support (Disability).*

At least four units from Group C electives must be selected for award of the *Certificate III in Individual Support (Home and Community).*

Where two specialisations are completed award of the qualification would read *Certificate III in Individual Support (Ageing, Home and Community).*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS015	Provide individualised support
CHCCCS023	Support independence and well being
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically

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HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care

Elective units

Group A electives – AGEING specialisation (3 units)

CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCCCS011	Meet personal support needs

Group B electives – DISABILITY specialisation (4 units)

CHCDIS001	Contribute to ongoing skills development using a strengths-based approach
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS003	Support community participation and social inclusion
CHCDIS007	Facilitate the empowerment of people with disability

Group C electives – HOME AND COMMUNITY specialisation (4 units)

CHCAGE001	Facilitate the empowerment of older people
Or	
CHCDIS007	Facilitate the empowerment of people with disability
Plus all of the following units:	
CHCCCS011	Meet personal support needs
CHCCCS025	Support relationships with carers and families
CHCHCS001	Provide home and community support services

Group D AGED CARE

CHCAGE002	Implement falls prevention strategies
CHCCCS001	Address the needs of people with chronic disease

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CHCCCS013	Provide basic foot care
CHCCCS017	Provide loss and grief support
CHCCCS021	Respond to suspected abuse
CHCCCS025	Support relationships with carers and families
CHCCCS026	Transport individuals
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS003	Support community participation and social inclusion
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCGRP001	Support group activities
CHCHCS001	Provide home and community support services
CHCLAH003	Participate in planning, implementation and monitoring of individual leisure and health programs
CHCMHS001	Work with people with mental health issues
CHCPAL001	Deliver care services using a palliative approach
HLTAHA001	Assist with an allied health program
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
HLTAID003	Provide first aid
HLTHPS006	Assist clients with medication
HLTINF001	Comply with infection prevention and control policies and procedures
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene

Other electives

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CHCADV001	Facilitate the interests and rights of clients
CHCAGE002	Implement falls prevention strategies
CHCAGE006	Provide food services
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS009	Facilitate responsible behaviour
CHCCCS013	Provide basic foot care
CHCCCS017	Provide loss and grief support
CHCCCS021	Respond to suspected abuse
CHCCCS022	Facilitate independent travel
CHCCCS024	Support individuals with autism spectrum disorder
CHCCCS026	Transport individuals
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECD001	Analyse and apply information that supports employment and career development
CHCECD002	Deliver and monitor contracted employment services
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients' fundamental financial literacy skills
CHCGRP001	Support group activities
CHCINM002	Meet community information needs
CHCLAH001	Work effectively in the leisure and health industries
CHCLAH002	Contribute to leisure and health programming

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CHCLAH003	Participate in planning, implementation and monitoring of individual leisure and health programs
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
CHCPAL001	Deliver care services using a palliative approach
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCYTH001	Engage respectfully with young people
HLTAHA018	Assist with planning and evaluating meals and menus to meet recommended dietary guidelines
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
HLTAID003	Provide first aid
HLTHPS006	Assist clients with medication
HLTINF001	Comply with infection prevention and control policies and procedures
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
BSBCUS301	Deliver and monitor a service to customers
BSBINM201	Process and maintain workplace information
BSBMED301	Interpret and apply medical terminology appropriately

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BSBWOR204	Use business technology
BSBWOR301	Organise personal work priorities and development
SITHCCC201	Produce dishes using basic methods of cookery
SITHCCC307	Prepare food to meet special dietary requirements
TLIC1051A	Operate commercial vehicle
TLIC3011	Transport passengers with disabilities
TLIH2001A	Interpret road maps and navigate pre-determined routes

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC33015 Certificate III in Individual Support	CHC30212 Certificate III in Aged Care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.Merged CHC30212/CHC30408/CHC30312. Change to packaging rules. Significant change to core units. Minimum work requirement of 120 hours.	Not equivalent
CHC33015 Certificate III in Individual Support	CHC30312 Certificate III in Home and Community Care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.Merged CHC30212/CHC30408/CHC30312. Change to packaging rules. Significant change to core units. Minimum work requirement of 120 hours.	Not equivalent

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CHC33015 Certificate III in Individual Support	CHC30408 Certificate III in Disability	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.Merged CHC30212/CHC30408/CHC30312. Change to packaging rules. Significant change to core units. Minimum work requirement of 120 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC34015 Certificate III in Active Volunteering

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of people working in a volunteer capacity across a range of industries and organisations in a variety of contexts.

At this level, work takes place under the direction of others and supervision may be direct or indirect. Volunteers may also be required to lead volunteer teams and have limited responsibility for the output of others within a project or event.

Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units= 10

- 6 core units
- 4 elective units, consisting of:

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- up to 4 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBWOR301	Organise personal work priorities and development

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCADV003	Represent clients in court
CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS011	Meet personal support needs
CHCCCS015	Provide individualised support
CHCCCS017	Provide loss and grief support
CHCCCS023	Support independence and well being
CHCCCS024	Support individuals with autism spectrum disorder
CHCCCS026	Transport individuals
CHCCCS027	Visit client residence
CHCCCS028	Provide client-centred support to people in crisis
CHCCDE003	Work within a community development framework
CHCCDE005	Develop and support relevant community resources
CHCCOM001	Provide first point of contact

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CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS002	Assist in implementation of planned educational programs
CHCEDS012	Set up and sustain individual and small group learning areas
CHCEDS014	Support students with English as a second language
CHCEDS016	Support learning for students with disabilities in a classroom environment
CHCEDS018	Support students with additional needs in the classroom environment
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients fundamental financial literacy
CHCEDU007	Provide group education on consumer credit and debt
CHCGRP001	Support group activities
CHCHCS001	Provide home and community support services
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCLLN002	Support adult language and literacy learning
CHCLLN003	Support adult numeracy learning
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT002	Support the rights and safety of children and young people
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCSET001	Work with forced migrants

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CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL002	Lead volunteer teams
CHCYTH001	Engage respectfully with young people
CHCYTH003	Support young people to create opportunities in their lives
HLTAAP001	Recognise healthy body systems
HLTAHW006	Facilitate and advocate for the rights and needs of clients and community members
HLTAHW044	Advocate on behalf of the community
HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid
HLTFSE001	Follow basic food safety practices
HLTFSE002	Provide ward or unit based food preparation and distribution services
HLTFSE005	Apply and monitor food safety requirements
HLTINF001	Comply with infection prevention and control policies and procedures
BSBCMM401	Make a presentation
BSBINM301	Organise workplace information
BSBMGT401	Show leadership in the workplace
BSBWOR204	Use business technology
BSBWOR302	Work effectively as an off-site worker
CUECOR01C	Manage own work and learning
SIRXIND101	Work effectively in customer service environment
SITHFAB201	Provide responsible service of alcohol
SITXFSA202	Transport and store food
TAEDEL301A	Provide work skill instruction

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Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC34015 Certificate III in Active Volunteering	CHC30612 Certificate III in Active Volunteering	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Minimum work requirement of 20 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC40113 Certificate IV in School Age Education and Care

Modification History

Release	Comments
5	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
4	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
3	Minor corrections to codes. Equivalent outcome.
2	Corrections to links and mapping. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of educators who work with school age children in outside school hours care and vacation programs. In doing so they support the implementation of an approved learning framework. They may work under direct supervision or autonomously.

They may have responsibility for supervision of volunteers or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 19

- 15 core units
- 4 elective units, of which:
    - at least 2 must be selected from the electives listed below
    - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE004	Promote and provide healthy food and drinks
CHCECE009	Use an approved learning framework to guide practice
CHCECE011	Provide experiences to support children’s play and learning
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
CHCSAC001	Support children to participate in school age care
CHCSAC002	Develop and implement play and leisure experiences in school age care
CHCSAC003	Work collaboratively and respectfully with children in school age care
CHCSAC004	Support the holistic development of children in school age care

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HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety

Electives

CHCCDE004	Implement participation and engagement strategies
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCOM002	Use communication to build relationships
CHCCOM005	Communicate and work in health or community services
CHCDIS007	Facilitate the empowerment of people with disability
CHCECE006	Support behaviour of children and young people
CHCECE010	Support the holistic development of children in early childhood
CHCECE012	Support children to connect with their world
CHCECE021	Implement strategies for the inclusion of all children
CHCECE022	Promote children's agency
CHCECE025	Embed sustainable practices in service operations
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs
CHCPRP003	Reflect on and improve own professional practice
CHCPRT002	Support the rights and safety of children and young people
CHCSAC004	Support the holistic development of children in school age care
HLTAHA018	Assist with planning and evaluating meals and menus to meet recommended dietary guidelines
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
HLTFSE001	Follow basic food safety practices
BSBINN301	Promote innovation in a team environment
BSBMGT605	Provide leadership across the organisation

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BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBWOR204	Use business technology
BSBWOR301	Organise personal work priorities and development
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISXCAI007	Assist with activities not requiring equipment
SISXEMR002	Coordinate emergency responses
SISXFAC409	Plan and provide sport, fitness and recreation services
SISOABL402A	Facilitate adventure-based learning activities

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC40113 Certificate IV in School Age Education and Care	CHC41212 Certificate IV in Children's Services (Outside school hours care)	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC40213 Certificate IV in Education Support

Modification History

Release	Comments
3	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

Some job roles may require tasks to be performed with a moderate level of autonomy and/or the provision of supervision/leadership to other staff/volunteers.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

^From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://www.asqa.gov.au/news-events/news/reminder-about-supeseded-hlt-first-aid-units

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

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Packaging Rules

Total number of units = 17

- 12 core units
- 5 elective units, of which:
  - at least 3 must be selected from the electives listed below
  - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE006	Support behaviour of children and young people
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS021	Assist in facilitation of student learning
CHCEDS022	Work with students in need of additional support
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education
CHCEDS025	Facilitate learning for students with disabilities
CHCEDS032	Support learning and implementation of responsible behaviour
CHCPRP003	Reflect on and improve own professional practice
CHCPRT001	Identify and respond to children and young people at risk
HLTWHS001	Participate in workplace health and safety

Elective

CHCCDE004	Implement participation and engagement strategies
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCEDS013	Use an e-learning management system

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CHCEDS019	Support students' mathematics learning
CHCEDS020	Support students' literacy learning
CHCEDS023	Supervise students outside the classroom
CHCEDS026	Deliver elements of teaching and learning programs
CHCEDS027	Support flexible learning in an education environment
CHCEDS028	Assist in production of language resources
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons
CHCEDS030	Coordinate e-learning programs
CHCEDS031	Provide support to students with autism spectrum disorder
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCPRP001	Develop and maintain networks and collaborative partnerships
HLTAID003 **^HLTAID011**	Provide first aid **Provide First Aid (must be delivered from 1 July 2022)**

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC40213 Certificate IV in Education Support	CHC41712 Certificate IV in Education Support	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC40313 Certificate IV in Child, Youth and Family Intervention

Modification History

Release	Comments
4	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
3	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of those who work in youth and family intervention, including practice specialisations in residential and out of home care, family support and early intervention. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 16

- 10 core units
- 6 elective units, of which:
    - at least 4 units must be selected from the listed electives
    - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

Where appropriate, electives may be packaged to provide a qualification with a specialisation in residential and out of home care, or family support.

Packaging Rules for each specialisation:

All Group A electives must be selected for award of the *Certificate IV in Child, Youth and Family Intervention* (*Residential and out of home care*)

All Group B electives must be selected for award of the *Certificate IV in Child, Youth and Family Intervention* (*Family support*)

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS006	Facilitate individual service planning and delivery
CHCCOM002	Use communication to build relationships
CHCDEV001	Confirm client developmental status
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCPRT005	Work within a practice framework
HLTWHS001	Participate in workplace health and safety

Elective units

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Group A electives – Residential and out of home care specialisation

CHCCCS009	Facilitate responsible behaviour
CHCPRT009	Provide primary residential care

Group B electives – Family support specialisation

CHCEDU009	Provide parenting, health and well-being education
CHCFAM009	Facilitate family intervention strategies

Other electives

CHCCCS016	Respond to client needs
CHCFAM003	Support people to improve relationships
CHCFAM004	Facilitate changeovers
CHCFAM005	Facilitate and monitor contact
CHCFAM006	Assist families to self-manage contact
CHCMHS007	Work effectively in trauma informed care

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC40313 Certificate IV in Child, Youth and Family Intervention	CHC41412 Certificate IV in Child, Youth and Family Intervention (residential and out of home care)	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Qualifications combined. Entry requirements removed.	Not equivalent

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CHC40313 Certificate IV in Child, Youth and Family Intervention	CHC41512 Certificate IV in Child, Youth and Family Intervention (Child Protection)	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Qualifications combined. Entry requirements removed.	Not equivalent
CHC40313 Certificate IV in Child, Youth and Family Intervention	CHC41612 Certificate IV in Child, Youth and Family Intervention (Family Support)	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Qualifications combined. Entry requirements removed.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC40413 Certificate IV in Youth Work

Modification History

Release	Comments
5	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
4	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
3	Correction to unit title (HLTWHS001) in Packaging Rules. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in CHC Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers who develop and facilitate programs for young people through a range of community-based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people.

This work may be undertaken through employment in community, government and youth sector agencies and workers will be:

- responsible for implementing policies and guidelines of the employing organisation
- largely self-directed with fairly autonomous decision-making capacity under the indirect supervision of a manager.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 18

- 14 core units
- 4 elective units, of which:
    - at least 2 must be selected from the listed electives below
    - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCDE003	Work within a community development framework
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCGRP002	Plan and conduct group activities
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
CHCPRT001	Identify and respond to children and young people at risk
CHCYTH001	Engage respectfully with young people
CHCYTH002	Work effectively with young people in youth work context
CHCYTH003	Support young people to create opportunities in their lives
CHCYTH004	Respond to critical situations
CHCYTH010	Provide services for young people appropriate to the needs and circumstances

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HLTWHS001	Participate in workplace health and safety

Elective units

CHCAOD001	Work in an alcohol and other drugs context
CHCAOD004	Assess needs of client with alcohol and other drugs issues
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS009	Facilitate responsible behaviour
CHCCCS015	Provide individualised support
CHCCCS016	Respond to client needs
CHCCCS027	Visit client residence
CHCCDE001	Support participative planning processes
CHCCOM005	Communicate and work in health or community services
CHCCSM004	Coordinate complex case requirements
CHCDEV001	Confirm client developmental status
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCEDU004	Develop, implement and review sexual and reproductive health education programs
CHCGRP001	Support group activities
CHCGRP004	Deliver structured programs
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS007	Work effectively in trauma informed care
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT002	Support the rights and safety of children and young people
CHCPRT004	Work effectively in child protection to support children, young people and families
CHCPRT009	Provide primary residential care

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CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCSOH010	Work with clients within the social housing system
CHCYTH011	Work effectively with young people and their families

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC40413 Certificate IV in Youth Work	CHC41812 Certificate IV in Youth Work	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC40513 Certificate IV in Youth Justice

Modification History

Release	Comments
4	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
3	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
2	Minor corrections to formatting to improve readability.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of youth justice workers who supervise young people who have been directed by the justice system to be in the care and direction of authorised community and/or government agencies.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

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Packaging Rules

Total number of units = 15

- 8 core units
- 7 elective units, of which:
  - at least 1 must be selected from Practice elective units
  - at least 3 must be selected from the General electives listed below
  - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT013	Support the progress and development of young people
CHCPRT016	Work in the youth justice environment
CHCPRT017	Support Aboriginal and/or Torres Strait Islander young people in youth justice system
CHCYTH004	Respond to critical situations
HLTWHS001	Participate in work health and safety

Practice units

CHCPRT007	Provide supervision in the community
CHCPRT008	Provide supervision in a secure system

General Electives

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCCS015	Provide individualised support
CHCCCS020	Respond effectively to behaviours of concern
CHCMHS001	Work with people with mental health issues

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CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT002	Support the rights and safety of children and young people
CHCPRT018	Prepare young people for reintegration
CHCYTH003	Support young people to create opportunities in their lives
CHCYTH006	Work with young people to establish support networks
CSCOFM007	Protect the safety and welfare of young offenders

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC40513 Certificate IV in Youth Justice	CHC41912 Certificate IV in Youth Justice	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC41015 Certificate IV in Celebrancy

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of celebrants who work with their clients to plan and present ceremonies of varied types in the Australian community. Celebrants are generally self-employed.

When the marriage celebrancy electives are chosen, this qualification addresses the specific legislative responsibilities of marriage celebrants and is linked to national registration requirements.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 13

- 6 core units
- 7 elective units, consisting of:
    - at least 3 units from the Celebrancy group below
    - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

To apply for registration as a marriage celebrant with the Australian Attorney-General's Department the following units must be selected:

CHCCEL005	Establish and maintain marriage celebrancy practice
CHCCEL006	Interview clients and plan marriage ceremonies
CHCCEL007	Prepare for, present and evaluate marriage ceremonies

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All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCEL001	Develop sustainable celebrancy practice
CHCCEL002	Establish client celebrancy needs
CHCCEL003	Research, design and organise ceremonies
CHCCEL004	Prepare for, present and evaluate ceremonies
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically

Elective units

Celebrancy

CHCCEL005	Establish and maintain marriage celebrancy practice
CHCCEL006	Interview clients and plan marriage ceremonies
CHCCEL007	Prepare for, present and evaluate marriage ceremonies
CHCCEL008	Plan, present and evaluate funeral and memorial ceremonies
CHCCCS017	Provide loss and grief support
SIFXIND002	Work effectively in the funeral services industry
CHCCDE005	Develop and support relevant community resources
Other electives	
CHCCOM002	Use communication to build relationships
CHCMHS001	Work with people with mental health issues
CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPAS002	Provide pastoral and spiritual care
CHCPRP003	Reflect on and improve own professional practice

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BSBADM409	Coordinate business resources
BSBADM504	Plan and implement administrative systems
BSBCMM401	Make a presentation
BSBFIA301	Maintain financial records
BSBIPR401	Use and respect copyright
BSBITS401	Maintain business technology
BSBITU306	Design and produce business documents
BSBMKG413	Promote products and services
BSBRKG403	Set up a business or records system for a small business
BSBSMB405	Monitor and manage small business operations
BSBSMB406	Manage small business finances.
BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning
CUFWRT301A	Write content for a range of media
CUSMPF402A	Develop and maintain stagecraft skills
CUSMPF302A	Prepare for performance

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHC41015 Certificate IV in Celebrancy	CHC42608 Certificate IV in Celebrancy	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core units.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC41115 Certificate IV in Employment Services

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of individuals who provide employment services to both job seekers and employers. They use specialised knowledge to support individual job seekers in locating, securing and maintaining employment, and to assist employers in meeting their recruitment needs.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 14

- • 9 core units
- • 5 elective units, consisting of:
    - ◦ up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS016	Respond to client needs
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people

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CHCECD001	Analyse and apply information that supports employment and career development
CHCECD002	Deliver and monitor contracted employment services
CHCECD003	Promote job seekers to employers
CHCECD006	Develop and monitor employment plans
CHCLEG001	Work legally and ethically
CHCPRP001	Develop and maintain networks and collaborative partnerships

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCCCS004	Assess co-existing needs
CHCCCS006	Facilitate individual service planning and delivery
CHCCSM004	Coordinate complex case requirements
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS010	Provide person-centred services to people with disabilities with complex needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECD004	Deliver and monitor Australian Apprenticeships arrangements
CHCECD005	Deliver employment services to employers
CHCECD007	Maximise participation in work by people with disability
CHCECD009	Conduct career guidance interviews
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
BSBEMS401	Develop and implement business development strategies to expand client base
BSBEMS402	Develop and implement strategies to source and assess candidates
BSBEMS403	Develop and provide employment management services to candidates

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BSBEMS404	Manage the recruitment process for client organisations
BSBMKG413	Promote products and services
BSBRSK401	Identify risk and apply risk management processes
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC41115 Certificate IV in Employment Services	CHC30912 Certificate III in Employment Services	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC30912/CHC42012 Change in packaging rules Significant changes to core units	Not equivalent
CHC41115 Certificate IV in Employment Services	CHC42012 Certificate IV in Employment Services	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC30912/CHC42012 Change in packaging rules Significant changes to core units	Not equivalent

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Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC41215 Certificate IV in Career Development

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of individuals who provide programs and services to individuals and groups of clients and employers to support people in planning their career and/or locating, securing and maintaining suitable employment. They may work in career information and transition services or assist in career advisor roles in education, training, school or transition work environments. They may have limited supervisory responsibilities in contexts such as employment services.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 13

- • 8 core units
- • 5 elective units, consisting of:
    - ◦ up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people

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CHCECD001	Analyse and apply information that supports employment and career development
CHCECD008	Deliver services consistent with a career development framework
CHCECD009	Conduct career guidance interviews
CHCECD010	Provide support to people in career transition
CHCLEG001	Work legally and ethically
CHCPRP001	Develop and maintain networks and collaborative partnerships

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCCCS004	Assess co-existing needs
CHCCCS020	Respond effectively to behaviours of concern
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDS016	Support learning for students with disabilities in a classroom environment
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients' fundamental financial literacy skills
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
CHCPRP004	Promote and represent the service
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

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Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC41215 Certificate IV in Career Development	CHC42112 Certificate IV in Career Development	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC42015 Certificate IV in Community Services

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Client service's qualifications also merged to this qualification: Merged CHC40708/CHC41012/CHC42512/CHC41308/CHC42212/ CHC42412/CHC42312. Significant changes to core units, change in packaging rules. Relationship Education specialisation has been added. Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHC40708/CHC41012/CHC42512. Significant changes to core units. Change in packaging rules.

Qualification Description

This qualification reflects the role of community service workers who design and deliver person-centred services to individuals and/or groups. Workers may provide support, advocacy or interventions to individual clients, groups or communities across a range of services.

At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers in projects or teams. Work may take place in a range of community service, case work or case management contexts.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 15

- 7 core units
- 8 elective units, consisting of:
    - at least 6 units from the electives listed below
    - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *CHC42015Certificate IV in Community Services*. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for specialisation:

At least 5 units from Group A electives must be selected for award of *CHC42015 Certificate IV in Community Services (Relationship Education).*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV001	Facilitate the interests and rights of clients
CHCCCS004	Assess co-existing needs
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCPRP001	Develop and maintain networks and collaborative partnerships
HLTWHS003	Maintain work health and safety

Elective units

Group A electives – RELATIONSHIP EDUCATION specialisation

CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCEDU009	Provide parenting, health and well-being education
CHCEDU010	Prepare and evaluate relationship education programs

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CHCEDU011	Work with parents or carers of very young children
CHCEDU012	Facilitate couple processes in group work
CHCFAM003	Support people to improve relationships
CHCGRP002	Plan and conduct group activities
CHCGRP003	Plan, facilitate and review psycho-educational groups
CHCGRP004	Deliver structured programs
TAEDEL401A	Plan, organise and deliver group-based learning

Other Elective units

CHCADV002	Provide advocacy and representation services
CHCADV003	Represent clients in court
CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD003	Provide needle and syringe services
CHCAOD005	Provide alcohol and/or other drugs withdrawal services
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS008	Develop strategies to address unmet needs
CHCCCS009	Facilitate responsible behaviour
CHCCCS010	Maintain high standard of service
CHCCCS014	Provide brief interventions
CHCCCS015	Provide individualised support
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support

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CHCCCS019	Recognise and respond to crisis situations
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS021	Respond to suspected abuse
CHCCCS027	Visit client residence
CHCCCS028	Provide client-centered support to people in crisis
CHCCCS030	Determine and respond to carer needs
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCDE005	Develop and support relevant community resources
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCDE007	Develop and provide community projects
CHCCOM001	Provide first point of contact
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDEV001	Confirm client developmental status
CHCDFV004	Provide domestic and family violene support in Aboriginal and Torres Strait Islander communities
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS010	Provide person centred services to people with disability with complex needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

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CHCEDU003	Provide sexual and reproductive health information to clients
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients fundamental financial literacy skills
CHCEDU007	Provide group education on consumer credit and debt
CHCFAM001	Operate in a family law environment
CHCFAM004	Facilitate changeovers
CHCFAM005	Facilitate and monitor contact
CHCFAM006	Assist families to self-manage contact
CHCFAM009	Facilitate family intervention strategies
CHCFAM010	Provide intervention support to families
CHCGMB001	Assess the needs of clients with problem gambling issues
CHCINM002	Meet community information needs
CHCLEG002	Interpret legal information
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMED001	Prepare for mediation
CHCMED002	Facilitate mediation
CHCMED003	Consolidate and conclude mediation
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT006	Coordinate client directed services
CHCMHS001	Work with people with mental health issues
CHCMHS003	Provide recovery oriented mental health services
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCPAL001	Deliver care services using a palliative approach
CHCPAL002	Plan for and provide care services using a palliative approach
CHCPAS001	Plan for the provision of pastoral and spiritual care

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CHCPAS002	Provide pastoral and spiritual care
CHCPOL001	Contribute to the review and development of policies
CHCPRP003	Reflect on and improve own professional practice
CHCPRP005	Engage with health professionals and the health system
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT002	Support the rights and safety of children and young people
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCSOH002	Manage and maintain tenancy agreements and services
CHCSOH010	Work with clients within the social housing system
CHCVOL002	Lead volunteer teams
CHCVOL003	Recruit, induct and support volunteers
CHCVOL004	Manage volunteer workforce development
CHCYTH001	Engage respectfully with young people
CHCYTH002	Work effectively with young people in the youth work context
CHCYTH003	Support young people to create opportunities in their lives
HLTAID003	Provide first aid
HLTWHS006	Manage personal stressors in the work environment
BSBATSIL412	Participate effectively as a Board member
BSBGOV401	Implement Board member responsibilities
BSBHRM405	Support the recruitment, selection and induction of staff
BSBLDR403	Lead team effectiveness
BSBLED401	Develop teams and individuals

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BSBMGT401	Show leadership in the workplace
BSBMGT403	Implement continuous improvement
CPPDSM3014A	Undertake property inspection
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry
CPPDSM4074A	Select and appoint contractors in the property industry
PSPETHC301B	Uphold the values and principles of public service
PSPGOV414A	Provide workplace mentoring
PSPGOV415A	Provide workplace coaching
PSPGOV422A	Apply government processes
PSPLEGN301B	Comply with legislation in the public sector
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC42015 Certificate IV in Community Services	CHC40708 Certificate IV in Community Services Work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC40708/CHC41012/CHC42512. Significant changes to core units. Change in packaging rules.	Not equivalent
CHC42015 Certificate IV in Community Services	CHC41012 Certificate IV in Community Services Advocacy	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC40708/CHC41012/CHC42512. Significant changes to core units. Change in packaging rules.	Not equivalent

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CHC42015 Certificate IV in Community Services	CHC41308 Certificate IV in Children's Contact Services Work	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC40708/CHC41012/CHC42512/CHC41308/CHC42212/ CHC42412/CHC42312 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC42015 Certificate IV in Community Services	CHC42212 Certificate IV in Telephone Counselling Skills	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC40708/CHC41012/CHC42512/CHC41308/CHC42212/ CHC42412/CHC42312 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC42015 Certificate IV in Community Services	CHC42312 Certificate IV in Mediation	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC40708/CHC41012/CHC42512/CHC41308/CHC42212/ CHC42412/CHC42312 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC42015 Certificate IV in Community Services	CHC42412 Certificate IV in Relationship Education	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC40708/CHC41012/CHC42512/CHC41308/CHC42212/ CHC42412/CHC42312 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC42015 Certificate IV in Community Services	CHC42512 Certificate IV in Community Services (Information, advice and referral)	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC40708/CHC41012/CHC42512. Significant changes to core units. Change in packaging rules.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC42115 Certificate IV in Community Development

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules.

Qualification Description

This qualification reflects the role of community services workers who assist in the delivery of programs that contribute to the development of capacity through public social change processes.

At this level, work takes place within a professional team under the guidance of others, to support development within the community. Work may be undertaken in organisations working across a range of social, health, environment, economic, arts and culture and recreation sectors.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 15

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- 8 core units
- 7 elective units, consisting of:
    - up to 7 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCDE001	Support participative planning processes
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies
CHCCDE005	Develop and support relevant community resources
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTWHS001	Participate in workplace health and safety

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCADV002	Provide advocacy and representation services
CHCAGE001	Facilitate the empowerment of older people
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCDE007	Develop and provide community projects
CHCCDE008	Support community action
CHCCDE010	Develop and lead community engagement strategies to enhance participation
CHCCDE016	Deliver emergency relief services
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety

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CHCEDU001	Provide community focused health promotion and prevention strategies
CHCEDU003	Provide sexual and reproductive health information to clients
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve client's fundamental financial literacy skills
CHCEDU009	Provide parenting, health and wellbeing education
CHCGRP002	Plan and conduct group activities
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants
CHCYTH011	Work effectively with young people and their families
HLTAHW006	Facilitate and advocate for the rights and needs of clients and community members
BSBATSIC511	Plan and conduct a community meeting
BSBATSIW417	Select and use technology
BSBRES401	Analyse and present research information
PUAEMR016A	Facilitate community involvement in recovery
PUAEMR018A	Working in an emergency management context
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHC42115 Certificate IV in Community Development	CHC40808 Certificate IV in Community Development	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC42215 Certificate IV in Social Housing

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Removal of entry requirements.

Qualification Description

This qualification reflects the role of workers who are engaged in delivering social housing services and support to tenants, residents, applicants and the community, including clients who are experiencing homelessness or at risk of experiencing homelessness.

Workers at this level may work under limited supervision in an administrative and/or assisting capacity in delivering housing support services in the social housing sector.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 15

- 8 core units

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- 7 elective units, consisting of:
    - at least 5 units from the electives listed below
    - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS004	Assess co-existing needs
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCSOH002	Manage and maintain tenancy agreements and services
CHCSOH010	Work with clients within the social housing system
HLTWHS003	Maintain work health and safety

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCADV002	Provide advocacy and representation services
CHCADV003	Represent clients in court
CHCADV004	Represent organisation in a court or tribunal
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS027	Visit client residence
CHCCDE003	Work within a community development framework
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCEDU005	Work with clients to identify financial literacy education needs

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CHCEDU006	Improve clients fundamental financial literacy skills
CHCEDU007	Provide group education on consumer credit and debt
CHCGRP002	Plan and conduct group activities
CHCLEG002	Interpret and use legal information
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT002	Support the rights and safety of children and young people
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH003	Manage housing application processes
CHCSOH004	Manage housing allocations
CHCSOH005	Manage tenancy rent and rental arrears
CHCSOH006	Manage vacant properties
CHCSOH007	Respond to property maintenance enquiries
CHCSOH008	Manage head lease
HLTAID003	Provide first aid
HLTWHS006	Manage personal stressors in the work environment
BSBATSIC412	Maintain and protect cultural values in the organisation
BSBATSIC511	Plan and conduct a community meeting
BSBINM201	Process and maintain workplace information

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BSBMGT401	Show leadership in the workplace
CPPDSM3014A	Undertake property inspection
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry
CPPDSM4074A	Select and appoint contractors in the property industry
PSPETHC301B	Uphold the values and principles of public service
PSPGOV405B	Provide input to change processes
PSPGOV422A	Apply government processes
PSPLEGN301B	Comply with legislation in the public sector
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC42215 Certificate IV in Social Housing	CHC40912 Certificate IV in Social Housing	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Removal of entry requirements.	Not equivalent

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Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC42315 Certificate IV in Chaplaincy and Pastoral Care

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of chaplains and/or pastoral and spiritual care workers who provide ongoing ethical, moral and spiritual support to clients using a person-centred approach.

Workers operate within the guidelines and practices of their organisation and within the professional and ethical standards of their relevant association. The development of self-awareness and identity underpin effective work in pastoral and spiritual care and are developed over time, through professionally supervised practice and mentoring.

Work may take place in a range of contexts, including schools, community outreach and local churches in a paid or volunteer capacity. Work in these roles may also require commissioning from a recognised religious institution.

To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency.

National school chaplaincy regulations or legislation may apply to this qualification.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 13

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- 9 core units
- 4 elective units, consisting of:
    - at least 2 units from the electives listed below
    - up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS016	Respond to client needs
CHCCCS017	Provide loss and grief support
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPAS002	Provide pastoral and spiritual care
CHCPRP003	Reflect on and improve own professional practice

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and/or other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCCS018	Provide suicide bereavement support
CHCCCS023	Support independence and wellbeing
CHCCDE003	Work within a community development framework
CHCCSL001	Establish and confirm the counselling relationship

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CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCDFV001	Recognise and respond appropriately to domestic and family
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCGMB001	Assess the needs of clients with problem gambling issues
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCPAL001	Deliver care services using a palliative approach
CHCPAL002	Plan for and provide care services using a palliative approach
CHCPRT001	Identify and respond to children and young people at risk
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL001	Be an effective volunteer
CHCYTH001	Engage respectfully with young people
CHCYTH002	Work effectively with young people in the youth work context
CHCYTH003	Support young people to create opportunities in their lives
HLTAID003	Provide first aid

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHC42315 Certificate IV in Chaplaincy and Pastoral Care	CHC41112 Certificate IV in Pastoral Care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Minimum work requirement of 100 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC43015 Certificate IV in Ageing Support

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units updated Equivalent outcome
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community based environments. Workers will take responsibility for their own outputs within defined organisation guidelines and maintain quality service delivery through the development, facilitation and review of individualised service planning and delivery.

Workers may be required to demonstrate leadership and have limited responsibility for the organisation and the quantity and quality of outputs of others within limited parameters.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 18

- 15 core units

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- 3 elective units, consisting of:
    - at least 2 units from the electives listed below
    - up to 1 unit from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment of older people
CHCAGE003	Coordinate services for older people
CHCAGE004	Implement interventions with older people at risk
CHCAGE005	Provide support to people living with dementia
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS011	Meet personal support needs
CHCCCS023	Support independence and wellbeing
CHCCCS025	Support relationships with carers and families
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
CHCPAL001	Deliver care services using a palliative approach
CHCPRP001	Develop and maintain networks and collaborative partnerships
HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care

Electives units

CHCAGE002	Implement falls prevention strategies
CHCAGE006	Provide food services
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS007	Develop and implement service programs

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CHCCCS010	Maintain a high standard of service
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS021	Respond to suspected abuse
CHCCCS022	Facilitate independent travel
CHCCCS026	Transport individuals
CHCCOM002	Use communication to build relationships
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCDIV003	Manage and promote diversity
CHCEDU002	Plan health promotion and community intervention
CHCHCS002	Coordinate and monitor home based support
CHCINM001	Meet statutory and organisation information requirements
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with services providers
CHCMGT006	Coordinate client directed services
CHCMHS001	Work with people with mental health issues
CHCPAL002	Plan for and provide care services using a palliative approach

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CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPAS002	Provide pastoral and spiritual care
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
HLTAAP002	Confirm physical health status
HLTAHA013	Provide support in dysphagia management
HLTAHA018	Assist with planning and evaluating meals and menus to meet recommended dietary guidelines
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
HLTAHA021	Assist with screening and implementation of therapeutic diets
HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid
HLTFSE001	Follow basic food safety practices
HLTHPS006	Assist clients with medication
HLTHPS007	Administer and monitor medications
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTOHC006	Apply fluoride varnish
HLTWHS003	Maintain work health and safety
HLTWHS004	Manage work health and safety
BSBFIM501	Manage budgets and financial plans
BSBFLM306	Provide workplace information and resourcing plans
BSBINM201	Process and maintain workplace information

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BSBLDR402	Lead effective workplace relationships
BSBMGT401	Show leadership in the workplace
BSBMGT406	Plan and monitor continuous improvement
BSBWOR204	Use business technology
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC43015 Certificate IV in Ageing Support	CHC40108 Certificate IV in Aged Care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.Merged CHC40108 and CHC40212. Change to packaging rules. Removal on entry requirements. Significant change to core units. Minimum work requirement of 120 hours.	Not equivalent
CHC43015 Certificate IV in Ageing Support	CHC40212 Certificate IV in Home and Community Care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

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		Training Packages.Merged CHC40108 and CHC40212. Change to packaging rules. Removal on entry requirements. Significant change to core units. Minimum work requirement of 120 hours.	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC43115 Certificate IV in Disability

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core. Minimum work requirement of 120 hours.

Qualification Description

This qualification reflects the role of workers in a range of community settings and clients' homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

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Packaging Rules

Total number of units = 14

- 11 core units
- 3 elective units, consisting of:
    - at least 2 units from the electives listed below
    - up to 1 unit from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS015	Provide individualised support
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS005	Develop and provide person-centred service responses
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCADV002	Provide advocacy and representation services
CHCAGE001	Facilitate the empowerment of older people
CHCAGE003	Coordinate services for older people
CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context

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CHCCCS001	Address the needs of people with chronic disease
CHCCCS004	Assess co-existing needs
CHCCCS005	Conduct individual assessments
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS007	Develop and implement service programs
CHCCCS008	Develop strategies to address unmet needs
CHCCCS010	Maintain a high standard of service
CHCCCS011	Meet personal support needs
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS021	Respond to suspected abuse
CHCCCS023	Support independence and wellbeing
CHCCCS024	Support individuals with autism spectrum disorder
CHCCCS025	Support relationships with carers and families
CHCCCS026	Transport individuals
CHCCCS027	Visit client residence
CHCCOM002	Use communication to build relationships
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS006	Develop and promote positive person-centred behaviour supports
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCDIV003	Manage and promote diversity
CHCECD001	Analyse and apply information that supports employment and career development
CHCECD002	Deliver and monitor contracted employment services

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CHCEDU001	Provide community focussed health promotion and prevention strategies
CHCEDU003	Provide sexual and reproductive health information to clients
CHCEDU004	Develop, implement and review sexual and reproductive health education programs
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients' fundamental financial literacy skills
CHCEDU007	Provide group education on consumer credit and debt
CHCHCS001	Provide home and community support services
CHCHCS002	Coordinate and monitor home based support
CHCINM001	Meet statutory and organisation information requirements
CHCLAH001	Work effectively in the leisure and health industries
CHCLAH002	Contribute to leisure and health programming
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMHS001	Work with people with mental health issues
CHCPAL001	Deliver care services using a palliative approach
CHCPAL002	Plan for and provide care services using a palliative approach
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL003	Recruit, induct and support volunteers
CHCYTH001	Engage respectfully with young people

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HLTAAP002	Confirm physical health status
HLTFSE001	Follow basic food safety practices
HLTHPS006	Assist clients with medication
HLTHPS007	Administer and monitor medications
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTOHC006	Apply fluoride varnish
HLTWHS003	Maintain work health and safety
HLTWHS004	Manage work health and safety
BSBFIM501	Manage budgets and financial plans
BSBFLM306	Provide workplace information and resourcing plans
BSBINM201	Process and maintain workplace information
BSBLDR402	Lead effective workplace relationships
BSBMGT401	Show leadership in the workplace
BSBMGT406	Plan and monitor continuous improvement
BSBWOR204	Use business technology
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

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Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC43115 Certificate IV in Disability	CHC40312 Certificate IV in Disability	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core. Minimum work requirement of 120 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC43215 Certificate IV in Alcohol and Other Drugs

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of entry level workers who provide services and interventions to clients with alcohol and other drugs issues and/or implement health promotion and community interventions. Work in undertaken in contexts such as community based organisations, withdrawal services, residential rehabilitation services and outreach services under the guidance of other practitioners and professionals, with limited responsibility and within established parameters.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 17

- 12 core units
- 5 elective units, consisting of:
    - at least 3 units from the electives listed below

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- up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCAOD001	Work in an alcohol and other drugs context
CHCAOD004	Assess needs of clients with alcohol and other drugs issues
CHCAOD006	Provide interventions for people with alcohol and other drugs issues
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans
CHCCCS004	Assess co-existing needs
CHCCCS014	Provide brief interventions
CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
CHCPRP001	Develop and maintain networks and collaborative partnerships
HLTAID003	Provide first aid

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment of older people
CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCAOD005	Provide alcohol and other drugs withdrawal services
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS009	Facilitate responsible behaviour

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CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS023	Support independence and wellbeing
CHCCCS027	Visit client residence
CHCCDE002	Develop and implement community programs
CHCCDE004	Implement participation and engagement strategies
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCDE007	Develop and provide community projects
CHCCSM004	Coordinate complex case requirements
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU001	Provide community focused promotion and prevention strategies
CHCEDU002	Plan health promotion and community intervention
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients' fundamental financial literacy skills
CHCEDU007	Provide group education on consumer credit and debt
CHCEDU008	Share health information
CHCEDU009	Provide parenting, health and well-being education
CHCFAM003	Support people to improve relationships
CHCFAM010	Provide intervention support to families
CHCGRP002	Plan and conduct group activities
CHCGRP003	Plan, facilitate and review psycho-educational groups

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CHCGRP004	Deliver structured programs
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS006	Facilitate the recovery process with the person, family and carers
CHCPRP003	Reflect on and improve own professional practice
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCYTH011	Work effectively with young people and their families
HLTAAP001	Recognise healthy body systems
HLTHPS006	Assist clients with medication
HLTHPS010	Interpret and use information about nutrition and diet
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTWHS006	Manage personal stressors in the work environment
BSBINM201	Process and maintain workplace information

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Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC43215 Certificate IV in Alcohol and Other Drugs	CHC40412 Certificate IV in Alcohol and Other Drugs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core units.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC43315 Certificate IV in Mental Health

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers who provide self-directed recovery oriented support for people affected by mental illness and psychiatric disability. Work involves implementing community based programs and activities focusing on mental health, mental illness and psychiatric disability. Work is undertaken in a range of community contexts such as community based non-government organisations; home based outreach; centre-based programs; respite care; residential services, rehabilitation programs; clinical settings; or supporting people in employment. Work is carried out autonomously under the broad guidance of other practitioners and professionals.

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 15

- 11 core units

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- 4 elective units, consisting of:
    - at least 2 units from the electives listed below, including at least 1 unit from the At Risk group below
    - up to 2 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS007	Work effectively in trauma informed care
CHCMHS008	Promote and facilitate self advocacy
CHCMHS011	Assess and promote social, emotional and physical wellbeing
HLTWHS001	Participate in workplace health and safety

Elective units

At Risk electives

One of the following units **must** be selected for this qualification

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS019	Recognise and respond to crisis situations

Other electives

CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment of older people
CHCAOD001	Work in an alcohol and other drugs context

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CHCAOD002	Work with clients who are intoxicated
CHCAOD004	Assess needs of clients with alcohol and other drugs issues
CHCAOD005	Provide alcohol and other drugs withdrawal services
CHCAOD006	Provide interventions for people with alcohol and other drugs issues
CHCCCS004	Assess co-existing needs
CHCCCS007	Develop and implement service programs
CHCCCS009	Facilitate responsible behaviour
CHCCCS014	Provide brief interventions
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS027	Visit client residence
CHCCDE002	Develop and implement community programs
CHCCDE004	Implement participation and engagement strategies
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCDE007	Develop and provide community projects
CHCCOM002	Use communication to build relationships
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCEDU001	Provide community focused health promotion and prevention strategies
CHCEDU002	Plan health promotion and community intervention
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients' fundamental financial literacy skills

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CHCEDU007	Provide group education on consumer credit and debt
CHCEDU008	Share health information
CHCEDU009	Provide parenting, health and well-being education
CHCFAM010	Provide intervention support to families
CHCMGT001	Development, implement and review quality framework
CHCMHS006	Facilitate the recovery process with the person, family carers
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCSOH002	Manage and maintain tenancy agreements and services
CHCYTH011	Work effectively with young people and their families
HLTAAP001	Recognise healthy body systems
HLTAID003	Provide first aid
HLTAID005	Provide first aid in remote situations
HLTAID006	Provide advanced first aid
HLTHPS006	Assist clients with medication
HLTHPS010	Interpret and use information about nutrition and diet
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene

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HLTWHS006	Manage personal stressors in the work environment
BSBINM201	Process and maintain workplace information

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC43315 Certificate IV in Mental Health	CHC40512 Certificate IV in Mental Health	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core units. Minimum work requirement of 80 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC43415 Certificate IV in Leisure and Health

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers participating in the design, implementation and evaluation of leisure, health activities and programs for clients in one or more sector areas. Workers may be in residential facilities and/or in community agencies and day centres, completing specialised tasks and functions in relation to leisure and health. While workers are responsible for their own outputs, work is carried out under direct or indirect supervision within defined organisation guidelines.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 17

- 10 core units
- 7 elective units, consisting of:

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- at least 4 units from the electives listed below
- up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM002	Use communication to build relationships
CHCDIV001	Work with diverse people
CHCLAH001	Work effectively in the leisure and health industries
CHCLAH002	Contribute to leisure and health programming
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs
CHCLAH005	Incorporate lifespan development and sociological concepts into leisure and health programming
CHCPRP003	Reflect on and improve own professional practice
HLTAAP002	Confirm physical health status
HLTWHS002	Follow safe work practices for direct client care

Elective units

CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS008	Develop strategies to address unmet needs
CHCCCS015	Provide individualised support
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS025	Support relationships with carers and families
CHCCCS027	Visit client residence

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CHCCDE002	Develop and implement community programs
CHCCDE003	Work within a community development framework
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS003	Support community participation and social inclusion
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCHCS001	Provide home and community support services
CHCMHS001	Work with people with mental health issues
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCPAL001	Deliver care services using a palliative approach
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL003	Recruit, induct and support volunteers
CHCYTH001	Engage respectfully with young people
CHCYTH009	Support youth programs
HLTAID003	Provide first aid
BSBINM201	Process and maintain workplace information
BSBLDR403	Lead team effectiveness
SISCCRO001	Plan and conduct recreation programs for older persons
SISXCAI007	Assist with activities not requiring equipment
SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs

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Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC43415 Certificate IV in Leisure and Health	CHC40608 Certificate IV in Leisure and Health	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core. Minimum work requirement of 120 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC43515 Certificate IV in Mental Health Peer Work

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers who have lived experience of mental illness as either a consumer or carer and who work in mental health services in roles that support consumer peers or carer peers. Workers are employed in the mental health sector in government, public, private or community managed services.

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 15

- 8 core units
- 7 elective units, consisting of:
    - at least 5 units from the electives listed below

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- up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *Certificate IV in Mental Health Peer Work.* Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

All Group A electives must be selected for award of the *Certificate IV in Mental Health Peer Work (Consumer Peer Work)*

All Group B electives must be selected for award of the *Certificate IV in Mental Health Peer Work (Carer Peer Work)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001	Work with diverse people
CHCMHS007	Work effectively in trauma informed care
CHCMHS008	Promote and facilitate self advocacy
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCPWK001	Apply peer work practices in the mental health sector
CHCPWK002	Contribute to the continuous improvement of mental health services
CHCPWK003	Apply lived experience in mental health peer work
HLTWHS001	Participate in workplace health and safety

Elective units

Group A - CONSUMER PEER WORK specialisation

CHCPWK004	Work effectively in consumer mental health peer work

Group B - CARER PEER WORK specialisation

CHCPWK005	Work effectively with carers as a mental health peer worker

Other electives

CHCADV001	Facilitate the interests and rights of clients
CHCADV002	Provide advocacy and representation services
CHCADV005	Provide systems advocacy services

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CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS001	Address the needs of people with chronic disease
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS017	Provide loss and grief support
CHCCCS019	Recognise and respond to crisis situations
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS023	Support independence and wellbeing
CHCCCS025	Support relationships with carers and families
CHCCCS027	Visit client residence
CHCCDE001	Support community participation in planning processes
CHCCDE002	Develop and implement community programs
CHCCDE004	Implement participation and engagement strategies
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCDE007	Develop and provide community projects
CHCCDE008	Support community action
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU011	Work with parents or carers of very young children
CHCGRP001	Support group activities
CHCGRP002	Plan and conduct group activities
CHCGRP004	Deliver structured programs

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CHCLEG001	Work legally and ethically
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS006	Facilitate the recovery process with the person, family and carers
CHCPOL001	Contribute to the review and development of policies
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCSOH002	Manage and maintain tenancy agreements and services
CHCYTH003	Support young people to create opportunities in their lives
CHCYTH011	Work effectively with young people and their families
HLTWHS006	Manage personal stressors in the work environment
BSBCMM401	Make a presentation
BSBINM201	Process and maintain workplace information
BSBRES401	Analyse and present research information
BSBWOR204	Use business technology
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDES401A	Design and develop learning programs

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

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Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC43515 Certificate IV in Mental Health Peer Work	CHC42912 Certificate IV in Mental Health Peer Work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core units. Minimum work requirement of 80 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHC44015 Certificate IV in Coordination of volunteer programs

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers who are responsible for the coordination of volunteers within a program or organisation. Volunteer coordinators provide ongoing management and support to volunteers and are the main point of contact for volunteers.

At this level, workers will generally be autonomous and are required to supervise and lead volunteers in projects or teams. These workers may be employed in a range of industry sectors and in a complex, regularly changing context. Work may be in either a volunteer or paid capacity.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units= 11

- 7 core units
- 4 elective units, consisting of:
    - up to 4 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM002	Use communication to build relationships
CHCDIV003	Manage and promote diversity

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CHCLEG001	Work legally and ethically
CHCVOL003	Recruit, induct and support volunteers
CHCVOL004	Manage volunteer workforce development
HLTWHS003	Maintain work health and safety
BSBLDR403	Lead team effectiveness

Elective units

CHCAGE003	Coordinate services for older people
CHCAOD001	Work in an alcohol and other drugs context
CHCCCS007	Develop and implement service programs
CHCCCS019	Recognise and respond to crisis situations
CHCCOM003	Develop workplace communication strategies
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCHCS002	Coordinate and monitor home based support
CHCMGT001	Develop, implement and review quality framework
CHCMGT004	Secure and manage funding
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT007	Work effectively with the Board of an organisation
CHCMHS001	Work with people with mental health issues
CHCPOL001	Contribute to the review and development of policies
CHCPOL002	Develop and implement policy
CHCPRP004	Promote and represent the service
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCVOL002	Lead volunteer teams

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HLTWHS004	Manage work health and safety
AHCBUS401A	Administer finance, insurance and legal requirements
AHCCCF414A	Coordinate fundraising activities
BSBADM405	Organise meetings
BSBATSIW515	Secure funding
BSBCOM406	Conduct work within a compliance framework
BSBFIA402	Report on financial activity
BSBFIM501	Manage budgets and financial plans
BSBHRM405	Support the recruitment, selection and induction of staff
BSBHRM506	Manage recruitment selection and induction processes
BSBINM401	Implement workplace information system
BSBLDR402	Lead effective workplace relationships
BSBLED401	Develop teams and individuals
BSBMGT402	Implement operational plan
BSBMGT403	Implement continuous improvement
BSBMGT404	Lead and facilitate off site staff
BSBMGT502	Manage people performance
BSBMKG413	Promote products and services
BSBMKG521	Plan and implement sponsorship and event marketing
BSBPMG522	Undertake project work
BSBREL402	Build client relationships and business networks
BSBRSK401	Identify risk and apply risk management processes
BSBWHS402	Assist with compliance with WHS laws
BSBWHS405	Contribute to implementing and maintaining WHS management systems
BSBWOR404	Develop work priorities

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BSBWRT401	Write complex documents
CUSFIM501A	Secure funding for projects
ICTWEB201	Use social media tools for collaboration and engagement
LGADMIN423A	Provide induction and orientation for new employees
PSPGOV411A	Deal with conflict
PSPGOV414A	Provide workplace mentoring
PSPGOV506A	Support workplace coaching and mentoring
TAEASS504A	Develop and implement recognition strategies
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace
TAEDES401A	Design and develop learning programs
TAEDES402A	Use training packages and accredited courses to meet client needs
TAEDES505A	Evaluate a training program

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC44015 Certificate IV in Coordination of volunteer programs	CHC42712 Certificate IV in Volunteer Program Coordination	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to	Not equivalent

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		core units. Change in packaging rules. Removal of entry requirements.	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC50113 Diploma of Early Childhood Education and Care

Modification History

Release	Comments
4	--
3	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Removal of entry requirements.

Qualification Description

This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

They may have responsibility for supervision of volunteers or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au.

^From 1 July 2022 the core unit HLTAID004 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID012 - for more information see: https://www.asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 28

- 23 core units
- 5 elective units, of which:
  - at least 2 must be selected from the elective units listed below
  - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for the inclusion of all children
CHCECE022	Promote children’s agency
CHCECE023	Analyse information to inform learning

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CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE025	Embed sustainable practices in service operations
CHCECE026	Work in partnership with families to provide appropriate education and care for children
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004 **^HLTAID012**	Provide an emergency first aid response in an education and care setting **Provide First Aid in an education and care setting (must be delivered from 1 July 2022)**
HLTWHS003	Maintain work health and safety

Elective units

CHCDIV001	Work with diverse people
CHCINM002	Meet community information needs
CHCMGT003	Lead the work team
CHCPOL002	Develop and implement policy
CHCPOL003	Research and apply evidence to practice
CHCPRP003	Reflect on and improve own professional practice
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care
BSBINN502	Build and sustain an innovative work environment
BSBLED401	Develop teams and individuals
BSBMGT605	Provide leadership across the organisation
BSBSUS501	Develop workplace policy and procedures for sustainability
PSPMNGT605B	Manage diversity

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

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Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC50113 Diploma of Early Childhood Education and Care	CHC50908 Diploma of Children's Services (Early childhood education and care)	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Removal of entry requirements. Significant changes to core units in line with new regulatory environment.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC50213 Diploma of School Age Education and Care

Modification History

Release	Comments
4	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
3	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
2	Minor corrections to codes. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Entry requirements removed.

Qualification Description

This qualification reflects the role of educators who are responsible for the day-to-day running of a before and after school care and/or vacation care service, including planning, implementing and managing programs which address regulatory and duty of care requirements.

They will have responsibility for the supervision of volunteers and or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and *information regarding regulatory requirements here:* www.acecqa.gov.au**.**

^From 1 July 2022 the core unit HLTAID004 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID012 - for more information see: https://www.asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 25

18 core units

7 elective units, of which:

at least 3 must be selected from the elective units listed below

up to 4 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE004	Promote and provide healthy food and drinks
CHCECE009	Use an approved learning framework to guide practice
CHCECE011	Provide experiences to support children’s play and learning
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for the inclusion of all children
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE026	Work in partnership with families to provide appropriate education and care for children

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CHCPRT001	Identify and respond to children and young people at risk
CHCSAC001	Support children to participate in school age care
CHCSAC002	Develop and implement play and leisure experiences in school age care
CHCSAC003	Work collaboratively and respectfully with children in school age care
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care
HLTAID004 **^HLTAID012**	Provide an emergency first aid response in an education and care setting **Provide First Aid in an education and care setting (must be delivered from 1 July 2022)**

Elective units

CHCDIS007	Facilitate the empowerment of people with disability
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE025	Embed sustainable practices in service operations
CHCFAM002	Work with a child-focused approach
CHCPOL002	Develop and implement policy
CHCPOL003	Research and apply evidence to practice
CHCPRP003	Reflect on and improve own professional practice
HLTWHS003	Maintain work health and safety
BSBINN502	Build and sustain an innovative work environment
BSBLED401	Develop teams and individuals
BSBMGT605	Provide leadership across the organisation
BSBSUS501	Develop workplace policy and procedures for sustainability
PSPMNGT605B	Manage diversity

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Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC50213 Diploma of School Age Education and Care	CHC51008 Diploma of Children's Services (Outside school hours care)	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Entry requirements removed. Significant changes to content of core units.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC50313 Diploma of Child, Youth and Family Intervention

Modification History

Release	Comments
5	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Added unit of competency to electives: CHCFAM003, CHCFAM004, CHCFAM005, CHCFAM006. Equivalent outcome.
4	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Minor changes to formatting to improve readability. Corrections to metadata and links. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers in residential facilities and/or non-residential settings related to child protection and family support work.

These workers:

- work under limited supervision or within a team and are responsible for planning and prioritising their own work program to achieve targets
- may supervise other workers

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- may, depending on the focus of their role, carry out activities related to improvement of personal living and emotional circumstances of a child or young person at risk
- may exercise legal authorities and delegated decision-making on relevant statutory matters.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 16

- 9 core units
- 7 elective units, of which:
  - at least 4 units must be selected from the listed electives
  - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS004	Assess co-existing needs
CHCCCS016	Respond to client needs
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDEV003	Analyse client information for service planning and delivery
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPRT004	Work effectively in child protection to support children, young people and families
CHCPRT006	Build professional practice and sectoral expertise

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CHCPRT010	Work with children and young people with complex trauma and attachment issues and needs

Electives

CHCCOM003	Develop workplace communication strategies
CHCPRP003	Reflect on and improve own professional practice
CHCINM001	Meet statutory and organisation information requirements
CHCFAM003	Support people to improve relationships
CHCFAM004	Facilitate changeovers
CHCFAM005	Facilitate and monitor contact
CHCFAM006	Assist families to self-manage contact
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMHS001	Work with people with mental health issues
CHCPRT011	Develop and implement a multi-agency investigation and child risk assessment strategy
CHCPRT012	Undertake and implement planning with at-risk children and young people and their families
CHCPRT014	Interact with the legal system to protect children
HLTAID003	Provide first aid

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC50313 Diploma of Child, Youth and Family Intervention	CHC51208 Diploma of Child, Youth and Family Intervention	This new version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the	Not equivalent

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		New Standards for Training Packages.	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC50413 Diploma of Youth Work

Modification History

Release	Comments
5	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
4	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
3	Minor corrections to codes. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Entry requirements removed.

Qualification Description

This qualification reflects the role of people with responsibility for the development and the outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and welfare agencies.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 21

- 17 core units
- 4 elective units, of which:
  - at least 1 must be selected from Practice elective units
  - at least 1 must be selected from General elective units
  - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS007	Develop and implement service programs
CHCCOM003	Develop workplace communication strategies
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCGRP002	Plan and conduct group activities
CHCLEG003	Manage legal and ethical compliance
CHCMHS001	Work with people with mental health issues
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRT001	Identify and respond to children and young people at risk
CHCYTH001	Engage respectfully with young people

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CHCYTH002	Work effectively with young people in youth work context
CHCYTH008	Support young people to take collective action
CHCYTH009	Support youth programs
CHCYTH012	Manage service response to young people in crisis
HLTWHS001	Participate in work health and safety

Practice electives

CHCYTH005	Develop and implement procedures to enable young people to address their needs
CHCYTH010	Provide services for young people appropriate to their needs and circumstances

General electives

CHCCCS004	Assess co-existing needs
CHCCCS027	Visit client residence
CHCCDE008	Support community action
CHCCDE009	Develop and support community leadership
CHCCDE012	Work within organisation and government structures to enable community development outcomes
CHCCCS016	Respond to client needs
CHCEDU004	Develop, implement and review sexual and reproductive health education programs
CHCPOL002	Develop and implement policy
CHCVOL003	Recruit, induct and support volunteers
CHCYTH006	Work with young people to establish support networks
CHCYTH007	Undertake youth work in specific communities
BSBLED805	Plan and implement a mentoring program
BSBRES401	Analyse and present research information
PSPPM504A	Carry out complex project activities

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Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC50413 Diploma of Youth Work	CHC51408 Diploma of Youth Work	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Entry requirements removed.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC50513 Diploma of Youth Justice

Modification History

Release	Comments
3	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
2	Units of competency updated (see mapping at www.cshisc.com.au). Electives statement. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of youth justice workers who supervise young people who have been directed by the justice system to be in the care and direction of authorised community and government agencies. Workers at this level may have some supervisory responsibility for other staff.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

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Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, of which:
  - at least 2 units must be selected from the listed electives below
  - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM003	Develop workplace communication strategies
CHCDIV001	Work with diverse people
CHCDIV003	Manage and promote diversity
CHCLEG003	Manage legal and ethical compliance
CHCPRT015	Respond to needs of youth justice clients
CHCPRT016	Work in the youth justice environment
CHCPRT017	Support Aboriginal and/or Torres Strait Islander young people in youth justice system
CHCPRT019	Develop and support youth justice team
CHCYTH012	Manage service response to young people in crisis
HLTWHS001	Participate in workplace health and safety

Electives

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDFV006	Counsel clients affected by domestic and family violence
CHCINM001	Meet statutory and organisation information requirements
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMHS001	Work with people with mental health issues

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CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCPRT014	Interact with the legal system to protect children

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC50513 Diploma of Youth Justice	CHC51512 Diploma of Youth Justice	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC51015 Diploma of Counselling

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of counsellors, who work with clients on personal and psychological issues using established counselling modalities. They use communication, micro-counselling and interviewing skills and draw on varied counselling therapies to assist clients. At this level, the counsellor will be working in defined and supported counselling roles in established agencies rather than in independent practice.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 17

- • 13 core units
- • 4 elective units, consisting of:
    - ◦ up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS019	Recognise and respond to crisis situations
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL002	Apply specialist interpersonal and counselling interview skills

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CHCCSL003	Facilitate the counselling relationship and process
CHCCSL004	Research and apply personality and development theories
CHCCSL005	Apply learning theories in counselling
CHCCSL006	Select and use counselling therapies
CHCCSL007	Support counselling clients in decision-making processes
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCPRP003	Reflect on and improve own professional practice

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment older people
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS014	Provide brief interventions
CHCCCS015	Provide individualised support
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCCS023	Support independence and wellbeing
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDIV003	Promote and manage diversity
CHCFAM002	Work with a child-focused approach
CHCFAM003	Support people to improve relationships
CHCGMB001	Assess the needs of clients with problem gambling issues
CHCGMB002	Provide counselling for clients with problem gambling issues

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CHCGRP002	Plan and conduct group activities
CHCGRP003	Plan, facilitate and review psycho-educational groups
CHCGRP004	Deliver structured programs
CHCMHS001	Work with people with mental health issues
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT004	Work effectively in child protection to support children, young people and families
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCYTH001	Engage respectfully with young people

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC51015 Diploma of Counselling	CHC51712 Diploma of Counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC51115 Diploma of Financial Counselling

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units Supersedes CHC52108

Qualification Description

This qualification reflects the role of financial counsellors working in the following two contexts.

- Generalist financial counsellors who work in a variety of agencies that meet the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence under ASIC class order 10/1063. Financial counsellors work across a variety of metropolitan, rural and remote settings.
- Rural financial counsellors who undertake specialised financial counselling work that assists primary producers and rural small business owners in debt, and are employed in agencies funded for this purpose. These agencies meet the requirements for the ASIC exemption from a financial services/credit licence by meeting the conditions of ASIC class order 11/926.

All financial counsellors have specialist knowledge of legal remedies and options to manage debt and financial difficulty and are advocates who work in a model of social justice and client empowerment.

This qualification is NOT related to the work performed by financial planners or financial advisers whose role is to provide clients with strategies to address their investment options and require a financial services licence for their work under the *National Consumer Credit Protection Act 2010*. This qualification is also not appropriate for financial capability workers.

This qualification does NOT refer to therapeutic counselling. Psychological issues, which affect individuals, families and groups such as gambling, substance abuse, child abuse and mental or physical health problems require referral to a professionally qualified practitioner However, a recognition of, and an ability to work within, a counselling framework and the way in which other issues may interact with financial issues is highly relevant to financial counselling practice.

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To achieve this qualification, the candidate must have completed 220 hours of work as detailed in the Assessment Requirements of units of competency.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 17

- • 14 core units
- • 3 elective units, consisting of:
    - ◦ up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the Diploma of Financial Counselling. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for specialisation:

At least 3 units from Group A must be selected for the award of *Diploma of Financial Counselling (Rural)*, including *CHCFIN004 Provide rural financial counselling services*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV001	Facilitate the interests and rights of clients
CHCADV005	Provide systems advocacy services
CHCCCS019	Recognise and respond to crisis situations
CHCCDE002	Develop and implement community programs
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCDIV001	Work with diverse people

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CHCFIN001	Facilitate the financial counselling process
CHCFIN002	Identify and apply technical information to assist clients with financial issues
CHCFIN003	Develop and use financial counselling tools and techniques
CHCLEG002	Interpret and use legal information
CHCPRP003	Reflect on and improve own professional practice

Elective units

Group A electives – RURAL FINANCIAL COUNSELLING specialisation

CHCFIN004	Provide rural financial counselling services
AHCAGB501A	Develop climate risk management strategies
AHCAGB503A	Plan and monitor production processes
AHCBUS506A	Develop and review a business plan
AHCBUS508A	Prepare and monitor budgets and financial reports

Other electives

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS004	Assess co-existing needs
CHCCOM002	Use communication to build relationships
CHCCOM003	Develop workplace communication strategies
CHCCSM004	Coordinate complex case requirements
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness

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CHCSOH010	Work with clients within the social housing system
HLTWHS003	Maintain work health and safety

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC51115 Diploma of Financial Counselling	CHC52108 Diploma of Community Services (Financial counselling)	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC52015 Diploma of Community Services

Modification History

Release	Comments
2	This version was released in C*HC Community Services Training Package release 3.0* Client service's qualifications also merged to this qualification: Merged: CHC50612/CHC50812/CHC51108/CHC51812/CHC51912/ CHC52008/CHC52212 Statutory & forensic child, youth & family welfare specialisation added. Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHC50612/CHC50812/CHC52008/CHC52212. Significant changes to core units. Change in packaging rules. Removal of entry requirements. Minimum work requirements of 100 hours.

Qualification Description

This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups and communities.

At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management; program coordination or the development of new business opportunities.

Note that the *Statutory & forensic child, youth & family welfare* specialisation must be achieved in order to meet the minimum education requirements for child protection and youth justice practice in Victoria. In addition, to meet the minimum education requirements for entry into child protection practice in Victoria, diploma qualifications must be approved by the Australian Community Workers Association (ACWA)

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To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 16

- 8 core units
- 8 elective units, consisting of:
    - at least 6 units from the electives listed below
    - up to 2 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the *Diploma of Community Services.* Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- at least 4 Group A electives must be selected for award of the *Diploma of Community Services* (*Case Management)*
- at least 3 Group B electives must be selected for award of the *Diploma of Community Services* (*Social Housing)*
- all Group C electives must be selected for award of the Diploma of Community Services *(Statutory & forensic child, youth & family welfare)*

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCCS007	Develop and implement service programs
CHCCOM003	Develop workplace communication strategies
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services

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CHCDIV003	Manage and promote diversity
CHCLEG003	Manage legal and ethical compliance
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPRP003	Reflect on and improve own professional practice
HLTWHS004	Manage work health and safety

Elective units

Group A electives – CASE MANAGEMENT specialisation

CHCCCS004	Assess co-existing needs
CHCCSM004	Coordinate complex case requirements
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCCSM006	Provide case management supervision
CHCCSM007	Undertake case management in a child protection framework

Group B electives – SOCIAL HOUSING specialisation

CHCADV004	Represent organisation in court or tribunal
CHCSOH002	Manage and maintain tenancy agreements and services
CHCSOH008	Manage head lease
CHCSOH009	Develop quality systems in line with registration standards
CHCSOH011	Develop social housing enterprise opportunities
CHCSOH012	Acquire properties by purchase or transfer
CPPDSM5005A	Contribute to a detailed property feasibility study
CPPDSM5013A	Develop a tenancy mix strategy
CPPDSM5022A	Implement asset management plan
CPPDSM5026A	Manage a consultant property project team
CPPDSM5034A	Monitor performance of property or facility portfolio
CPPDSM6007A	Develop lifecycle asset management plan

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Group C electives – STATUTORY & FORENSIC CHILD, YOUTH & FAMILY WELFARE specialisation

CHCCCS004	Assess co-existing needs
CHCCSL001	Establish and confirm the counselling relationship
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCCDE011	Implement community development strategies
CHCDEV001	Confirm client developmental status
CHCMHS013	Implement trauma informed care
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people

Other electives

CHCADV002	Provide advocacy and representation services
CHCADV003	Represent clients in court
CHCADV005	Provide systems advocacy services
CHCAGE001	Facilitate the empowerment of older people
CHCAOD004	Assess needs of client with alcohol and other drugs issues
CHCAOD005	Provide alcohol and other drug withdrawal services
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS009	Facilitate responsible behaviour
CHCCCS019	Recognise and respond to crisis situations
CHCCCS024	Support individuals with autism spectrum disorder

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CHCCDE007	Develop and provide community projects
CHCCDE008	Support community action
CHCCDE009	Develop and Support community leadership
CHCCDE010	Develop and lead community engagement strategies to enhance participation
CHCCDE012	Work within organisation and government structures to enable community development outcomes
CHCCDE015	Develop and implement a community renewal plan
CHCCOM004	Present information to stakeholder groups
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCDEV003	Analyse client information for service planning and delivery
CHCDFV006	Counsel clients affected by domestic and family violence
CHCDFV007	Work with users of violence to effect change
CHCDIS005	Develop and provide person-centered service responses
CHCDIS006	Develop and promote positive person-centered behaviour supports
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS010	Provide person-centered services to people with disability with complex needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU002	Plan health promotion and community intervention
CHCEDU003	Provide sexual and reproductive health information to clients
CHCEDU004	Develop, implement and review sexual and reproductive health education programs
CHCEDU009	Provide parenting, health and well-being education
CHCFAM001	Operate in a family law environment

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CHCFAM003	Support people to improve relationships
CHCFAM004	Facilitate changeovers
CHCFAM005	Facilitate and monitor contact
CHCFAM006	Assist families to self-manage contact
CHCGRP002	Plan and conduct group activities
CHCINM001	Meet statutory and organisation information requirements
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMGT003	Lead the work team
CHCMGT004	Secure and manage funding
CHCMGT006	Coordinate client directed services
CHCMHS001	Work with people with mental health issues
CHCMHS002	Establish a self-directed recovery relationship
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with with co-existing mental health and alcohol and other drugs issues
CHCMHS006	Facilitate the recovery process with the person, family and carers
CHCMHS008	Promote and facilitate self advocacy
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCPOL002	Develop and implement policy
CHCPOL003	Research and apply evidence to practice
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRP004	Promote and represent the service

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CHCPRP005	Engage with health professionals and the health system
CHCPRT002	Support the rights and safety of children and young people
CHCPRT008	Provide supervision in a secure system
CHCSET001	Work with forced migrants
CHCSET002	Undertake bicultural work with forced migrants in Australia
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCYTH001	Engage respectfully with young people
CHCYTH004	Respond to critical situations
CHCYTH005	Develop and implement procedures to enable young people to address their needs
CHCYTH010	Provide services for young people appropriate to their needs and circumstances
CHCYTH012	Manage service response to young people in crisis
HLTAID006	Provide advanced first aid
BSBATSIW515	Secure funding
BSBFIM501	Manage budgets and financial plans
BSBHRM506	Manage recruitment selection and induction processes
BSBHRM513	Manage workforce planning
BSBINN601	Lead and manage organisational change
BSBMGT404	Lead and facilitate off-site staff
BSBMGT502	Manage people performance
BSBMGT516	Facilitate continuous improvement
BSBMGT605	Provide leadership across the organisation
BSBPMG511	Manage project scope
BSBPMG512	Manage project time
BSBPMG513	Manage project quality

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BSBPMG514	Manage project cost
BSBPMG515	Manage project human resources
BSBPMG516	Manage project information and communication
BSBPMG519	Manage project stakeholder engagement
BSBPMG522	Undertake project work
BSBPUB504	Develop and implement crisis management plans
BSBRSK501	Manage risk
BSBWOR403	Manage stress in the workplace
BSBWOR502	Lead and manage team effectiveness
CPPSEC3013A	Control person using empty hand techniques
PSPGOV506A	Support workplace coaching and mentoring
TAEDEL502A	Provide advanced facilitation practice

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC52015 Diploma of Community Services	CHC50612 Diploma of Community Services Work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC50612/CHC50812/CHC52008/CHC52212. Significant changes to core units. Change in packaging rules. Removal of entry requirements. Minimum work requirements of 100 hours.	Not equivalent
CHC52015 Diploma of Commu	CHC50812 Diploma	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC50612/CHC50812/CHC52008/CHC52212. Significant	Not equivalent

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nity Services	of Social Housing	changes to core units. Change in packaging rules. Removal of entry requirements. Minimum work requirements of 100 hours.	
CHC52015 Diploma of Community Services	CHC51108 Diploma of Children's Contact Services Work	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC50612/CHC50812/CHC51108/CHC51812/CHC51912/CHC52008/CHC52212 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC52015 Diploma of Community Services	CHC51812 Diploma of Family Intake and Support Work	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC50612/CHC50812/CHC51108/CHC51812/CHC51912/CHC52008/CHC52212 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC52015 Diploma of Community Services	CHC51912 Diploma of Relationship Education	This version was released in CHC Community Services Training Package release 3.0 Client service's qualifications also merged to this qualification: Merged CHC50612/CHC50812/CHC51108/CHC51812/CHC51912/CHC52008/CHC52212 Significant changes to core units. Change in packaging rules.	Not equivalent
CHC52015 Diploma of Community Services	CHC52008 Diploma of Community Services (Case management)	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC50612/CHC50812/CHC52008/CHC52212. Significant changes to core units. Change in packaging rules. Removal of entry requirements. Minimum work requirements of 100 hours.	Not equivalent
CHC52015 Diploma of Community Services	CHC52212 Diploma of Community Services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHC50612/CHC50812/CHC52008/CHC52212. Significant changes to core units. Change in packaging rules. Removal of entry requirements. Minimum work requirements of 100 hours.	Not equivalent

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	Coordination		

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC52115 Diploma of Community Development

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Removal of entry requirements.

Qualification Description

This qualification reflects the role of community services workers who manage the development and delivery of programs that build capacity of communities to influence and guide their own future through public social change processes.

At this level, workers have specialised skills with complexity in the range and choices of actions required. Workers will generally have responsibility for the supervision of other workers and volunteers.

This work may be undertaken through organisations working across a range of social, environment, health, economic, arts and culture, recreation sectors.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

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Packaging Rules

Total number of units = 14

- 8 core units
- 6 elective units
    - at least 3 units must be selected from the electives listed below
    - up to 3 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCDE002	Develop and implement community programs
CHCCDE008	Support community action
CHCCDE009	Develop and support community leadership
CHCCDE010	Develop and lead community engagement participation strategies to enhance
CHCCDE011	Implement community development strategies
CHCCDE012	Work within organisation and government structures to enable community development outcomes
CHCDIV003	Manage and promote diversity
HLTWHS003	Maintain work and safety work

Elective units

CHCADV001	Facilitate the interests and rights of clients
CHCADV002	Provide advocacy and representation services
CHCADV005	Provide systems advocacy services
CHCAGE001	Facilitate the empowerment of older people
CHCCCS004	Assess co-existing needs
CHCCCS019	Recognise and respond to crisis situations
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCDE007	Develop and provide community projects

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CHCCDE013	Establish and develop community organisations or social enterprise
CHCCDE014	Facilitate the development of community capacity to manage place making
CHCCDE015	Develop and implement a community renewal plan
CHCCDE016	Deliver emergency relief services
CHCCOM004	Present information to stakeholder groups
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL003	Facilitate the counselling relationship and process
CHCCSM004	Coordinate complex case requirements
CHCDIS007	Facilitate the empowerment of people with a disability
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCEDU001	Provide community focused health promotion and prevention strategies
CHCEDU002	Plan health promotion and community intervention
CHCEDU004	Develop, implement and review sexual and reproductive health education programs
CHCEDU006	Improve client's fundamental financial literacy
CHCEDU007	Provide group education on consumer credit and debt
CHCEDU008	Share Health information
CHCGRP002	Plan and conduct group activities
CHCLEG001	Work legally and ethically
CHCLEG003	Manage legal and ethical compliance
CHCMGT004	Secure and manage funding
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPRP003	Reflect on and improve own professional practice
CHCPRT002	Support the rights and safety of children and young people
CHCSET001	Work with forced migrants

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CHCYTH011	Work effectively with young people and their families
HLTAHW023	Plan, develop and evaluate health promotion and community development programs
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal and/or Torres Strait Islander families
BSBATSIC511	Plan and conduct a community meeting
BSBATSIW515	Secure funding
BSBFIM501	Manage budgets and financial plans
BSBPMG514	Manage project cost
BSBPMG519	Manage project stakeholder engagement
BSBPMG520	Manage project governance
BSBPMG522	Undertake project work
BSBRES401	Analyse and present research information
BSBRSK501	Manage risk
BSBSMB404	Undertake small business planning
BSBSMB405	Monitor and manage small business operations
FNSACC604	Monitor corporate governance activities
PUAEMR016A	Facilitate community involvement in recovery
PUAEMR017A	Manage recovery functions and services
PUAEMR018A	Working in an emergency management context
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace
TAEDEL502A	Provide advanced facilitation practice

(Note AHW are available only to people that identify as Aboriginal and/or Torres Strait Islander)

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Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC52115 Diploma of Community Development	CHC50708 Diploma of Community Development	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Removal of entry requirements.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC53215 Diploma of Alcohol and Other Drugs

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers who work under broad supervision and guidance and provide services to clients with alcohol and other drugs issues. They can provide counselling, referral and promotion services. These workers require high level specialist knowledge, skills and competencies especially in regard to laws affecting clients, the range of services available to them and health issues related to alcohol and drugs use and misuse.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 22

- 16 core units
- 6 elective units, consisting of:
    - at least 4 units from the electives listed below

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- up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV005	Provide systems advocacy services
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD004	Assess needs of clients with alcohol and other drugs issues
CHCAOD006	Provide interventions for people with alcohol and other drugs issues
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drug issues
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans
CHCCCS004	Assess co-existing needs
CHCCOM006	Establish and manage client relationships
CHCDIV001	Work with diverse people
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS007	Work effectively in trauma informed care
CHCPOL003	Research and apply evidence to practice
CHCPRP002	Collaborate in professional practice
CHCPRP003	Reflect on and improve own professional practice
HLTAID003	Provide first aid

Elective units

CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCAOD005	Provide alcohol and other drugs withdrawal services

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CHCCCS007	Develop and implement service programs
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCDE004	Implement participation and engagement strategies
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCCSM003	Work with carers and/or families in complex situations
CHCCSM004	Coordinate complex case requirements
CHCDFV006	Counsel clients affected by domestic and family violence
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU001	Provide community focused health promotion and prevention strategies
CHCGMB001	Assess the needs of clients with problem gambling issues
CHCGMB002	Provide counselling for clients with problem gambling issues
CHCINM001	Meet statutory and organisation information requirements
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS006	Facilitate the recovery process with the person, family and carers
CHCMHS009	Provide early intervention, health prevention and promotion programs

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CHCMHS010	Implement recovery oriented approaches to complexity
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCMHS012	Provide support to develop wellness plans and advanced directives
CHCMHS013	Implement trauma informed care
CHCSOH002	Manage and maintain tenancy agreements and services
CHCSOH008	Manage head lease
CHCSOH009	Develop quality systems in line with registration standards
CHCVOL003	Recruit, induct and support volunteers
HLTAAP001	Recognise healthy body systems
HLTAID001	Perform cardiopulmonary resuscitation
HLTAID006	Provide advanced first aid
HLTHPS006	Assist clients with medication
HLTHPS010	Interpret and use information about nutrition and diet
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTWHS006	Manage personal stressors in the work environment
BSBFIM501	Manage budgets and financial plans

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHC53215 Diploma of Alcohol and Other Drugs	CHC50212 Diploma of Community Services (Alcohol and other drugs)	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules, Significant changes to core units. Removal of entry requirements.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC53315 Diploma of Mental Health

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers who provide services to clients in relation to mental health issues. They can provide counselling, referral, advocacy and education/health promotion services. These workers are required to have high level specialist knowledge, skills and competencies especially in regard to laws affecting people with mental health issues, the range of services available to them and health issues related to mental health.

To achieve this qualification, the candidate must have completed at least 160 hours of work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 20

- 15 core units
- 5 elective units, consisting of:
    - at least 3 units from the electives listed below

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- up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCADV005	Provide systems advocacy services
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS009	Provide early intervention, health prevention and promotion programs
CHCMHS010	Implement recovery oriented approaches to complexity
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCMHS012	Provide support to develop wellness plans and advanced directives
CHCMHS013	Implement trauma informed care
CHCPOL003	Research and apply evidence to practice
CHCPRP003	Reflect on and improve own professional practice
HLTWHS004	Manage work health and safety

Elective units

CHCAOD001	Work in an alcohol and other drugs context
CHCAOD002	Work with clients who are intoxicated
CHCAOD003	Provide needle and syringe services
CHCAOD004	Assess needs of clients with alcohol and other drugs issues
CHCAOD005	Provide alcohol and other drugs withdrawal services
CHCAOD006	Provide interventions for people with alcohol and other drugs issues

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CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCDE004	Implement participation and engagement strategies
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL007	Support counselling clients in decision-making processes
CHCCSM004	Coordinate complex case requirements
CHCDFV006	Counsel clients affected by domestic and family violence
CHCEDU001	Provide community focused health promotion and prevention strategies
CHCGMB001	Assess the needs of clients with problem gambling issues
CHCGMB002	Provide counselling for clients with problem gambling issues
CHCINM001	Meet statutory and organisation information requirements
CHCLLN001	Respond to client language, literacy and numeracy needs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with services providers
CHCMHS006	Facilitate the recovery process with the person, family and carers
CHCPRP001	Develop and maintain networks and collaborative partnerships
CHCPWK006	Promote and conduct mental health peer work
CHCSOH002	Manage and maintain tenancy agreements and services
CHCSOH008	Manage head lease

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CHCSOH009	Develop quality systems in line with registration standards
CHCVOL003	Recruit, induct and support volunteers
HLTAAP001	Recognise healthy body systems
HLTHPS006	Assist clients with medication
HLTHPS010	Interpret and use information about nutrition and diet
HLTWHS006	Manage personal stressors in the work environment
BSBFIM501	Manage budgets and financial plans

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC53315 Diploma of Mental Health	CHC50312 Diploma of Community Services (Mental health)	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core units. Removal of entry requirements. Minimum work requirement of 160 hours.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHC53415 Diploma of Leisure and Health

Modification History

Release	Comments
2	This version was released in CHC Community Services Training Package release 3.0 Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers with responsibility for designing, implementing and evaluating health and leisure activities, and programs for clients in one or more sector areas. Work may be in residential facilities and/or in community agencies and day centres. Workers work under supervision or as sole practitioners and may be required to plan, coordinate and evaluate other workers and work teams within broad but generally well-defined guidelines.

To achieve this qualification, the candidate must have completed at least 240 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 22

- 15 core units
- 7 elective units, consisting of:

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- at least 4 units from the electives listed below
- up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM003	Develop workplace communication strategies
CHCDIV001	Work with diverse people
CHCLAH001	Work effectively in the leisure and health industries
CHCLAH002	Contribute to leisure and health programming
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs
CHCLAH005	Incorporate lifespan development and sociological concepts into leisure and health programming
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs
CHCLAH008	Provide leisure education
CHCLAH009	Apply concepts of human psychology to facilitate involvement in leisure programs
CHCPOL003	Research and apply evidence to practice
CHCPRP003	Reflect on and improve own professional practice
HLTAAP002	Confirm physical health status
HLTWHS003	Maintain work health and safety
BSBMGT502	Manage people performance

Elective units

CHCAGE001	Facilitate the empowerment of older people
CHCAGE003	Coordinate services for older people
CHCAGE004	Implement interventions with older people at risk

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CHCAGE005	Provide support to people living with dementia
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans
CHCCCS004	Assess co-existing needs
CHCCCS023	Support independence and wellbeing
CHCDEV001	Confirm client developmental status
CHCDEV003	Analyse client information for service planning and delivery
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS005	Develop and provide person-centred service responses
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU001	Provide community-focused health promotion and prevention strategies
CHCINM001	Meet statutory and organisation information requirements
CHCLAH007	Conduct a program for children and young people with special needs
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers
CHCMHS001	Work with people with mental health issues
CHCMHS004	Work collaboratively with the care network and other services

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CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS009	Provide early intervention, health prevention and promotion programs
CHCMHS012	Provide supports to develop wellness plans and advanced directives
CHCPOL002	Develop and implement policy
CHCPRT007	Provide supervision in the community
CHCSET001	Work with forced migrants
CHCSOH001	Work with people experiencing or at risk of homelessness
BSBFIM501	Manage budgets and financial plans
BSBFLM306	Provide workplace information and resourcing plans
BSBMGT401	Show leadership in the workplace
BSBMGT406	Plan and monitor continuous improvement
SISCCRO001	Plan and conduct recreation programs for older persons
SISXDIS002	Plan and conduct disability programs
TAEDEL301A	Provide work skill instruction

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC53415 Diploma of Leisure and Health	CHC50512 Diploma of Leisure and Health	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant	Not equivalent

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		changes to core. Removal of entry requirements. Minimum work requirement of 240 hours.	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC62015 Advanced Diploma of Community Sector Management

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of workers who are middle managers or managers across a range of community sector organisations. These people work independently and report to executive management, directors or boards of management. They undertake a range of functions requiring the application of knowledge and skills to achieve results in line with the organisation's goals and strategic directions.

At this level, workers have responsibility for planning and monitoring service delivery, recruitment and performance management of other paid or unpaid workers, managing risk and contributing to continuous improvement within the scope of their specific role. This may include management of a specific programs or project, or broader management of a community-based organisation, early childhood education service, not-for-profit organisation or community centre.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification has no entry requirements.

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Packaging Rules

Total number of units = 13

- 8 core units
- 5 elective units, consisting of:
  - at least 2 units from the electives listed below
  - up to 3 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV003	Manage and promote diversity
CHCLEG003	Manage legal and ethical compliance
CHCMGT001	Develop, implement and review quality framework
CHCMGT003	Lead the work team
BSBFIM601	Manage finances
BSBINN601	Lead and manage organisational change
BSBMGT608	Manage innovation and continuous improvement
BSBRSK501	Manage risk

Elective units

CHCADV005	Provide systems advocacy services
CHCCCS007	Develop and implement service programs
CHCCDE012	Work within organisation and government structures to enable community development outcomes
CHCCDE013	Establish and develop community organisations or social enterprise
CHCCOM003	Develop workplace communication strategies
CHCCSM004	Coordinate complex case requirements
CHCCSM006	Provide case management supervision
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE027	Promote equity in access to service

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CHCECE028	Collaborate with families to plan service and supports
CHCECE029	Respond to problems and complaints about the service
CHCFAM003	Support people to improve relationships
CHCFAM009	Facilitate family intervention strategies
CHCMGT002	Manage partnership agreements with service providers
CHCMGT004	Secure and manage funding
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMGT006	Coordinate client directed services
CHCMGT007	Work effectively with the Board of an organisation
CHCMHS010	Implement recovery oriented approaches to complexity
CHCPOL002	Develop and implement policy
CHCPOL003	Research and apply evidence to practice
CHCPRP003	Reflect on and improve own professional practice
CHCPRP004	Promote and represent the service
CHCVOL003	Recruit, induct and support volunteers
CHCVOL004	Manage volunteer workforce development
BSBHRM512	Develop and manage performance-management processes
BSBHRM602	Manage human resources strategic planning
BSBINM601	Manage knowledge and information
BSBMGT605	Provide leadership across the organisation
BSBMGT615	Contribute to organisation development
BSBMGT616	Develop and implement strategic plans
BSBMGT617	Develop and implement a business plan
BSBMKG514	Implement and monitor marketing activities
BSBMKG610	Develop, implement and monitor a marketing campaign

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BSBPMG601	Direct the integration of projects
BSBPMG602	Direct the scope of a project program
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBWHS603	Implement WHS risk management
FNSACC604	Monitor corporate governance activities
PSPGOV506A	Support workplace coaching and mentoring
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC62015 Advanced Diploma of Community Sector Management	CHC60312 Advanced Diploma of Community Sector Management	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules. Removal of entry requirements.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHC81015 Graduate Diploma of Relationship Counselling

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of individuals who work as family and/or couples relationship counsellors. They may work independently or in organisations, providing counselling interventions, (rather than counselling support) for families and/or couples experiencing relationship issues of a complex nature.

Counselling contexts may include pre- or post- separation and divorce or where the client has involvement with the Family Law system. Counsellors at this level are making high level, independent, complex judgements in highly specialised contexts.

To achieve this qualification, the candidate must have completed 50 hours of work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- • hold an undergraduate degree or higher qualification in Counselling, Psychology, Social Work, Social Science or equivalent

or

- • hold a Diploma of Counselling from the CHC Community Services Training Package or equivalent

or

- • can provide documented evidence of previous experience in a family counselling environment in a job role involving the self-directed application of knowledge with substantial depth in some areas, the exercise of independent judgement and decision making, and a range of technical and other skills.

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Packaging Rules

Total number of units = 11

- • 5 core units
- • 6 elective units, consisting of:
    - ◦ up to 6 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDFV008	Manage responses to domestic and family violence in family work
CHCFCS001	Facilitate the family counselling process
CHCFCS002	Provide relationship counselling
CHCFCS003	Provide counselling to children and young people
CHCPRP007	Work within a clinical supervision framework

Elective units

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS029	Work with involuntary and mandated clients
CHCCDE004	Implement participation and engagement strategies
CHCCSM006	Provide case management supervision
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities
CHCDFV006	Counsel clients affected by domestic and family violence
CHCDFV007	Work with users of violence to effect change
CHCDFV009	Establish change promoting relationship with users of domestic and family violence
CHCDFV011	Establish and maintain the safety of people who have experienced domestic and family violence

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CHCDFV010	Promote accountability and assist users of domestic and family violence to accept responsibility
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence
CHCDFV013	Manage domestic and family violence and abuse screening and risk assessment processes
CHCDFV014	Provide programs for people who have been subjected to domestic and family violence
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCFAM001	Operate in a family law environment
CHCFAM002	Work with a child-focused approach
CHCFAM007	Assist clients to develop parenting arrangements
CHCFAM008	Work within a child inclusive framework
CHCFCS004	Provide grief and loss counselling
CHCGRP005	Plan and provide group counselling
CHCPOL002	Develop and implement policy
CHCYTH010	Provide services for young people appropriate to their needs and circumstances
CHCYTH011	Work effectively with young people and their families
HLTAHW049	Work effectively in social and emotional wellbeing
HLTAHW050	Develop a healing framework for social and emotional wellbeing work
HLTAHW051	Respond to loss, grief and trauma
HLTWHS004	Manage work health and safety
AHCCCF411A	Develop approaches to include cultural and human diversity
BSBLDR801	Lead personal and strategic transformation
BSBLED806	Plan and implement a coaching strategy
BSBMGT605	Provide leadership across the organisation

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BSBRES801	Initiate and lead applied research

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC81015 Graduate Diploma of Relationship Counselling	CHC80208 Graduate Diploma of Relationship Counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units Minimum work requirement of 50 hours	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC81115 Graduate Diploma of Family Dispute Resolution

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of family dispute resolution practitioners who provide services and interventions for families experiencing high levels of relationship conflict where clients may be involved in the family law system. They may work as independent practitioners or in larger agencies.

Dispute resolution in this qualification has a direct link to the provisions of the *Family Law Act 1975* and the Family Law (Family Dispute Resolution Practitioners) Regulations 2008. Practitioners make high level, independent, complex judgements in highly specialised contexts. Some practitioner roles may also involve full responsibility and accountability for all aspects of own work as well as responsibility for broader management functions such as analysis, program planning, budgeting and strategy design.

To achieve this qualification, the candidate must have completed 50 hours of work as detailed in the Assessment Requirements of units of competency.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- • hold an undergraduate degree or higher qualification in Psychology, Social Work, Law, Conflict Management, Dispute Resolution, Family Law Mediation or equivalent

or

- • hold accreditation under the National Mediator Accreditation System (NMAS)

or

- • hold the Mediation skill set from the Community Services Training Package (CHC)
- or
    - • can provide documented evidence of previous experience in a dispute resolution environment in a job role involving self-directed application of

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knowledge with substantial depth in some areas, exercise of independent judgement and decision-making, and a range of technical and other skills.

Packaging Rules

Total number of units = 10

- • 6 core units
- • 4 elective units, consisting of:
    - ◦ up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDFV008	Manage responses to domestic and family violence in family work
CHCDSP001	Facilitate dispute resolution in the family law context
CHCDSP002	Adhere to ethical standards in family dispute resolution
CHCDSP003	Support the safety of vulnerable parties in dispute resolution
CHCFAM001	Operate in a family law environment
CHCFAM002	Work with a child-focused approach

Elective units

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities
CHCDFV007	Work with users of violence to effect change
CHCDFV013	Manage domestic and family violence screening and risk assessment processes
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCFAM007	Assist clients to develop parenting arrangements
CHCFAM008	Work within a child inclusive framework

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CHCMGT005	Facilitate workplace debriefing and support processes
CHCPRP006	Lead own professional development
CHCYTH011	Work effectively with young people and their families
HLTAHW049	Work effectively in social and emotional wellbeing
HLTAHW050	Develop a healing framework for social and emotional wellbeing work
HLTAHW051	Respond to loss, grief and trauma
BSBLDR801	Lead personal and strategic transformation
BSBLED806	Plan and implement a coaching strategy
BSBMGT605	Provide leadership across the organisation
BSBRES801	Initiate and lead applied research

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC81115 Graduate Diploma of Family Dispute Resolution	CHC80308 Graduate Diploma of Family Dispute Resolution	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units Minimum work requirement of 50 hours	Not equivalent

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Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC81215 Graduate Certificate in Statutory Child Protection

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of child protection workers who provide specialist services to clients with complex and diverse needs, and act as a resource for other workers. Workers at this level use critical thinking, communication and evaluation skills and make complex judgements in specialist contexts as part of a collaborative team. Their role involves service planning, delivery and evaluation and may include responsibility and accountability for the work of both self and others.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- hold an undergraduate degree or postgraduate qualification in a discipline related to work in the community sector

or

- have significant previous experience working in a community sector organisation, in a job role involving the self directed application of knowledge with substantial depth in a specialist area of practice and the exercise of judgement and decision making

or

- hold CHC50313 Diploma of Child, Youth and Family Intervention or equivalent

Packaging Rules

Total number of units = 10

- • 4 core units
- • 6 elective units, consisting of:

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- ◦ at least 3 units from the electives listed below
- ◦ up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCPRT020	Manage complex child protection risk assessments and case strategies
CHCPRT021	Manage and monitor child protection orders
CHCPRT022	Develop, implement and monitor safety strategies in child protection work
BSBRES80	Initiate and lead applied research

Elective units

CHCCCS029	Work with involuntary and mandated clients
CHCCDE004	Implement participation and engagement strategies
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL004	Research and apply personality and development theories
CHCCSL005	Apply learning theories in counselling
CHCCSL006	Select and use counselling therapies
CHCCSM006	Provide case management supervision
CHCCSM007	Undertake case management in a child protection framework
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities
CHCDFV006	Counsel clients affected by domestic and family violence
CHCDFV007	Work with users of violence to effect change
CHCDFV008	Manage responses to domestic and family violence in family work

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CHCDFV009	Establish change promoting relationship with users of domestic and family violence
CHCDFV010	Promote accountability and assist users of domestic and family violence to accept responsibility
CHCDFV011	Establish and maintain the safety of people who have experienced domestic and family violence
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence
CHCDFV013	Manage domestic and family violence screening and risk assessment processes
CHCDFV01	Provide programs for people who have been subjected to domestic and family violence
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCFAM007	Assist clients to develop parenting arrangements
CHCFAM008	Work within a child inclusive framework
CHCMHS013	Implement trauma informed care
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPOL002	Develop and implement policy
CHCPRP006	Lead own professional development
CHCPRP007	Work within a clinical supervision framework
CHCPRT023	Plan, implement and monitor provision of out of home care
CHCPRP004	Promote and represent the service
CHCYTH005	Develop and implement procedures to enable young people to address their needs
CHCYTH006	Work with young people to establish support networks
CHCYTH007	Undertake youth work in specific communities
CHCYTH008	Support young people to take collective action
HLTAHW049	Work effectively in social and emotional wellbeing

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HLTAHW050	Develop a healing framework for social and emotional wellbeing work
HLTAHW051	Respond to loss, grief and trauma
BSBINN801	Lead innovative thinking and practice
BSBLED805	Plan and implement a mentoring program
BSBMGT605	Provide leadership across the organisation
BSBLDR803	Develop and cultivate collaborative partnerships and relationships

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC81215 Graduate Certificate in Statutory Child Protection	CHC70108 Graduate Certificate in Community Services Practice (Statutory child protection)	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC81315 Graduate Certificate in Career Development Practice

Modification History

Release	Comments
1	This qualification was first released in CHC Community Services Release 3.0.

Qualification Description

This qualification reflects the role of career development practitioners. Practitioners at this level make high level, independent, complex judgements in the context of providing guidance in career development. Their role involves the full responsibility and accountability for all aspects of their work. Practitioners may work independently or in larger service organisations.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

This qualification is open to individuals who hold:

- • a qualification at diploma level or higher in a discipline related to career development or counselling work

or

- • significant previous experience working in a job role involving the self directed application of knowledge with substantial depth in some areas and the exercise of independent judgement and decision making.

Packaging Rules

Total number of units = 7

- • 5 core units
- • 2 elective units, consisting of:
    - ◦ up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

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CHCECD011	Manage quality in career development practice
BSBLED807	Establish career development services
BSBLED808	Conduct a career development session
CHCPRP006	Lead own professional development
CHCLEG003	Manage legal and ethical compliance

Elective units

CHCCCS004	Assess coexisting needs
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCDIV003	Manage and promote diversity
CHCPRP004	Promote and represent the service
BSBINM601	Manage knowledge and information
BSBLED805	Plan and implement a mentoring program
BSBLED806	Plan and implement a coaching strategy
BSBLED809	Identify and communicate trends in career development
BSBLDR803	Develop and cultivate collaborative partnerships and relationships
TAEDES502A	Design and develop learning resources
TAEDES402A	Use training packages and accredited courses to meet client needs

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC81315 Graduate Certificate in Career Development Practice	CHC70308 Graduate Certificate in Career Development Practice	This version was released in CHC Community Services Training Package release 3.0 and meets	Not equivalent

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		the requirements of the 2012 Standards for Training Packages. Change in packaging rules Significant changes to core units	

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHC82015 Graduate Certificate in Client Assessment and Case Management

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
1	This qualification was first released in CHC Community Services Release 2.0.

Qualification Description

This qualification reflects the role of those workers who are advanced practitioners in a health and/or community services context and who require a high level of knowledge and skills in case management in order to provide specialist services to clients with complex and diverse needs.

Workers at this level are required to demonstrate autonomy, well-developed judgement, adaptability and responsibility.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

A minimum 3 year tertiary qualification or equivalent in an associated field

Packaging Rules

Total number of units = 10

- 7 core units
- 3 elective units, consisting of:

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- up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCCSM001	Facilitate goal directed planning
CHCCSM002	Implement case management practice
CHCCSM003	Work with carers and/or families in complex situations
CHCCSM008	Undertake advanced client assessment
CHCDIV003	Manage and promote diversity
CHCPRP006	Lead own professional development
BSBLDR806	Lead and influence ethical practice

Elective units

CHCDFV008	Manage responses to domestic and family violence in family work
CHCDFV009	Establish change promoting relationship with users of domestic and family violence
CHCDFV010	Promote accountability and assist users of domestic and family violence to accept responsibility
CHCDFV011	Establish and maintain the safety of people who have experienced domestic and family violence
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence
CHCDFV013	Manage domestic and family violence screening and risk assessment processes
CHCFAM002	Work with a child-focused approach
CHCFAM007	Assist clients to develop parenting arrangements
CHCFAM008	Work within a child inclusive framework
CHCPRP007	Work within a clinical supervision framework
BSBLDR803	Develop and cultivate collaborative partnerships and relationships
BSBLED805	Plan and implement a mentoring program

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BSBLED806	Plan and implement a coaching strategy

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHC82015 Graduate Certificate in Client Assessment and Case Management	CHC70208 Graduate Certificate in Community Services Practice (Client assessment and case management)	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to core units. Change in packaging rules.	Not equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00058 Education support work skill set

Modification History

Release	Comments
3	Added Companion Volumes link. Equivalent outcome
2	Minor changes to formatting to improve readability
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Description

This skill set provides a set of skills for commencing work as a teacher's aide in an education support context.

Units

CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

CHCEDS002 Assist implementation of planned educational programs

CHCEDS003 Contribute to student education in all developmental domains

CHCEDS021 Assist in facilitation of student learning

CHCEDS023 Supervise students outside the classroom

Pathways Information

These units provide credit towards qualifications at Certificate III and IV levels in Education Support.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Skill Set Requirements

Code	Title

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CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS002	Assist in implementation of planned educational programs
CHCEDS003	Contribute to student education in all developmental domains
CHCEDS021	Assist in facilitation of student learning
CHCEDS023	Supervise students outside the classroom

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Application of this skill set is intended for commencing work as a teacher's aide in an education support context.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00018 Education support work skill set	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets the industry requirements for commencing work in an education support context.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00059 Middle childhood skill set

Modification History

Release	Comments
3	Added Companion Volumes link. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Description

This skill set provides a set of skills for working with school aged children aged 5 to 12 years.

Units

CHCSAC001 Support children to participate in school age care

CHCSAC003 Work collaboratively and respectfully with children in school age care

CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Pathways Information

These units provide credit towards CHC50213 Diploma of School Age Education and Care.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Skill Set Requirements

Code	Title
CHCSAC001	Support children to participate in school age care

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CHCSAC003	Work collaboratively and respectfully with children in school age care
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Application of this skill set in intended for educators working with school aged children aged 5 to 12 years.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00039 Middle childhood development skill set	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets the industry requirements for education and care with children from 5 to 12 years of age.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00060 Early childhood skill set

Modification History

Release	Comments
3	Added Companion Volumes link. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Description

This skill set provides a set of skills for working with babies, toddlers and children.

Units

CHCECE003 Provide care for children

CHCECE005 Provide care for babies and toddlers

CHCECE011 Provide experiences to support children's play and learning

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCECE023 Analyse information to inform learning

Pathways Information

These units provide credit towards CHC50113 Diploma of Early Childhood Education and Care.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Skill Set Requirements

Code	Title
CHCECE003	Provide care for children

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CHCECE005	Provide care for babies and toddlers
CHCECE011	Provide experiences to support children's play and learning
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE023	Analyse information to inform learning

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Application of this skill set is intended for work with babies, toddlers and children aged birth to 6 years.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets the industry requirements for education and care with children from birth to 6 years of age.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00061 Family support services work skill set - provide support

Modification History

Release	Comments
4	Units of Competency updated (see mapping at www.cshisc.com.au) significant change to units Equivalent outcome
3	Added Companion Volumes link. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Description

This skill set provides a set of skills for delivery of family support services.

Units

CHCCOM002 Use communication to build relationships

CHCCCS014 Provide brief intervention

CHCCCS016 Respond to client needs

CHCPRT002 Support the rights and safety of children and young people

Pathways Information

These units may provide credit towards: Diploma of Children's Contact Services Work; Certificate IV in Child, Youth and Family Intervention (Family Support); Diploma of Family Intake and Support Work; or Certificate IV in Relationship Education.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Skill Set Requirements

Code	Title
CHCCCS014	Provide brief interventions
CHCCCS016	Respond to client needs
CHCCOM002	Use communication to build relationships
CHCPRT002	Support the rights and safety of children and young people

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Application of this skill set is intended for the delivery of family support services.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00022 Family support services work (Qld) skill set - provide support	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets industry requirements for implementation of family support services.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00063 Working with families skill set

Modification History

Release	Comments
4	Units of Competency updated (see mapping at www.cshisc.com.au Significant change to units Equivalent outcome
3	Added Companion Volumes link. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Description

This skill set skills and knowledge required for working with families.

Units

CHCCOM002 Use communication to build relationships

CHCPRP003 Reflect on and improve own professional practice

CHCYTH011 Work effectively with young people and their families

Pathways Information

These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

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Skill Set Requirements

Code	Title
CHCCOM002	Use communication to build relationships
CHCPRP003	Reflect on and improve own professional practice
CHCYTH011	Work effectively with young people and their families

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Application of this skill set is intended for working with families.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00057 Working with families skill set	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets industry requirements for working with families within a specific area of community services practice.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00065 Workforce Planning Skill Set

Modification History

Release	Comments
5	This version was released in *CHC Community Services Training Package release 3.0.* Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
4	CHCES411A added to skill set
3	Added Companion Volumes link. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This skill set was first released in CHC Community Services Release 1.0.

Description

This skill set provides a set of skills for undertaking workforce planning across a range of community services and health settings.

Units

CHCECD001 Analyse and apply information that supports employment and career development

BSBHRM513 Manage workforce planning

Pathways Information

These units may provide credit towards a number of qualifications at Certificate IV level or above.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

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Skill Set Requirements

Code	Title
BSBHRM513	Manage workforce planning
CHCECD001	Analyse and apply information that supports employment and career development

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Application of this skill set is intended for undertaking workforce planning across a range of community services and health settings.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00056 Workforce Planning Skill Set	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets industry requirements as specified in the CHC Community Services Training Package in workforce planning.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00066 Client-oriented service delivery skill set

Modification History

Release	Comments
3	Units of competency updated (see mapping at www.cshisc.com.au) significant change to units Equivalent outcome
2	Added Companion Volumes link. Equivalent outcome.
1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Description

CHCCOM002 Use communication to build relationships

CHCMGT001 Develop, implement and review quality framework

CHCCCS015 Provide individualised support

CHCCCS025 Support relationships with carers and families

Pathways Information

These units provide credit towards a range of qualifications at Certificate III and Certificate IV.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Code	Title
CHCCCS015	Provide individualised support

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CHCCCS025	Support relationships with carers and families
CHCCOM002	Use communication to build relationships
CHCMGT001	Develop, implement and review quality framework

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set has been endorsed by industry as appropriate for people, employed as support or care workers, who provide direct client care in a range of contexts, including aged care, home and community care and disability.

It provides a set of skills for engaging in direct client care work in sectors undergoing significant reform.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets the industry requirements for direct client care work in the aged care, home and community care, and disability industries.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00067 Administer and Monitor Medication Skill Set

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical errors amended. June 2025: Skill set requirements appended to description as a change without release to preserve content in migration to new training package authoring system.
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements to assist with the administration and monitoring of medications.

This skill set has been endorsed by industry as suitable for individuals who hold a qualification at Certificate IV level or higher in an area involving provision of direct client care or support

Units

HLTAAP001 Recognise healthy body systems

HLTHPS007 Administer and monitor medications

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package and HLT Health Training Package at Certificate IV and Diploma level

Licensing/Regulatory Information

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

Ongoing requirements to demonstrate competency in drug calculations may apply, and users should refer to relevant state/territory regulatory requirements.

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Skill Set Requirements

Code	Title
HLTAAP001	Recognise healthy body systems
HLTHPS007	Administer and monitor medications

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services or health sector who wish to develop skills in the administration and monitoring of medications

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00035 Medication assistance skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements to assist with the administration and monitoring of medications

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00068 Advanced Early Childhood Education and Care Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill set

Description

This skill set reflects the skill requirements for workers seeking advanced practice skills in the early childhood education and care sector.

Units

CHCECE027 Promote equity in access to the service

CHCECE028 Collaborate with families to plan service and supports

CHCECE029 Respond to problems and complaints about the service

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package, including the CHC62015 Advanced Diploma of Community Sector Management

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCECE027	Promote equity in access to the service
CHCECE028	Collaborate with families to plan service and supports

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CHCECE029	Respond to problems and complaints about the service

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in early childhood education and care roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for advanced practice work in a leadership role in the early childhood education and care sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00069 Advocacy Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for work in advocating or representing clients in the health or community sector.

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Units

CHCADV001 Support the interests and rights of clients

CHCADV002 Provide advocacy and representation services

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCADV001	Facilitate the interests and rights of clients
CHCADV002	Provide advocacy and representation services

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for work involving advocacy and representation in various health or community services contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00070 Assist Clients with Medication Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements to provide support a person to self-administer medication.

This skill set has been endorsed by industry as suitable for individuals who hold a qualification at Certificate III level or higher in an area involving provision of direct client care or support.

Units

HLTAAP001 Recognise healthy body systems

HLTHPS006 Assist clients with medication

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package or HLT Health Training Package at Certificate IV and Diploma level

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
HLTAAP001	Recognise healthy body systems
HLTHPS006	Assist clients with medication

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for people working in various care and support roles in the community services industry who wish to develop skills in supporting people to self-administer medication

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00035 Medication assistance skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in supporting a person to self-administer medication.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00071 Basic Foot Care Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to units

Description

This skill set reflects the skill requirements for supporting people who require basic foot skin and nail care. Application of this skill set is appropriate only when assessment of the client's feet by a relevant health professional has identified basic foot skin and nail care services as appropriate.

Units

CHCCCS011 Meet personal support needs

CHCCCS013 Provide basic foot care

HLTWHS002 Follow safe work practices for direct client care

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV or Diploma level

Licensing/Regulatory Information

nil

Skill Set Requirements

Code	Title
CHCCCS011	Meet personal support needs
CHCCCS013	Provide basic foot care
HLTWHS002	Follow safe work practices for direct client care

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services industry

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00003 Basic foot care skill set - community services focus	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in providing basic foot care after assessment by a relevant health professional

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00072 Building Inclusive Practices in Early Childhood Education and Care Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill Set

Description

This skill set reflects the skill requirements for workers to build inclusive practices in an early childhood education and care sector organisation.

Units

CHCECE007 Develop positive and respectful relationships with children

CHCECE020 Establish and implement plans for developing cooperative behaviour

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCECE021 Implement strategies for the inclusion of all children

CHCECE026 Work in partnership with families to provide appropriate education and care for children

CHCPRP003 Reflect and improve on professional practice

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

nil

Skill Set Requirements

Code	Title

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CHCECE007	Develop positive and respectful relationships with children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for the inclusion of all children
CHCECE026	Work in partnership with families to provide appropriate education and care for children
CHCPRP003	Reflect on and improve own professional practice

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in early childhood education and care roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for leading the development of inclusive practices in an early childhood education and care sector organisation.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00073 Case Management Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to units

Description

This skill set reflects the skill requirements for case management work in the health or community sector.

Units

CHCCSM004 Coordinate complex case requirements

CHCCSM005 Develop, facilitate and review all aspects of case management

CHCCCS004 Assess co-existing needs

CHCCSM006 Provide case management supervision

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCCCS004	Assess co-existing needs
CHCCSM004	Coordinate complex case requirements
CHCCSM005	Develop, facilitate and review all aspects of case management

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CHCCSM006	Provide case management supervision

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00006 Case management skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for case management work in various health or community services contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00074 Child Protection

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New skill set.

Description

This skill set reflects the skill requirements for the protection of children in a variety of roles in the community sector. Work may involve working directly or indirectly with children and providing support to children, families or communities.

Units

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT002 Support the rights and safety of children and young people

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT002	Support the rights and safety of children and young people

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CHCPRT003	Work collaboratively to maintain an environment safe for children and young people

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills in child protection.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for the protection of children in various health or community services contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00075 Chronic Disease Self-Management

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical errors amended.
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for work assisting clients with self management of chronic disease.

Units

CHCCCS001 Address the needs of people with chronic disease

CHCCCS023 Support independence and wellbeing

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS001	Address the needs of people with chronic disease
CHCCCS023	Support independence and wellbeing

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for people working in various care and support roles in the community services industry who wish to develop skills in supporting people with their self management of chronic disease.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00007 Chronic disease self management skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work with clients to provide support for their self management of chronic disease.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00076 Coordinate Client Directed Services

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for coordinating client directed services in the health or community sector.

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in community services or health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Units

CHCMGT001 Develop, implement and review quality framework

CHCMGT002 Manage partnership agreements with service providers

CHCMGT006 Coordinate client directed services

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCMGT001	Develop, implement and review quality framework
CHCMGT002	Manage partnership agreements with service providers

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CHCMGT006	Coordinate client directed services

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for work involving the coordination of client directed services in the health or community services sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00077 Financial Literacy Education

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for the provision of basic financial literacy education.

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in Community Services, Health or related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Units

CHCEDU005 Work with clients to identify financial literacy education needs

CHCEDU006 Improve client’s fundamental financial literacy

CHCEDU007 Provide group education on consumer credit and debt

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCEDU005	Work with clients to identify financial literacy education needs
CHCEDU006	Improve clients' fundamental financial literacy skills

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CHCEDU007	Provide group education on consumer credit and debt

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for community workers whose clients may be facing issues related to the basic day to day management of their finances and who may be at risk of increasing debt and its associated risks.

It provides a set of skills for provision of basic financial literacy education for clients and is not to be confused with financial counselling.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00023 Financial literacy education skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Training Package meet industry requirements to provide clients with basic financial literacy education.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00078 High Support and Complex Care - Aged Care

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical errors amended.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units.

Description

This skill set reflects the skill requirements for work supporting people with complex care needs requiring high levels of support in aged care context.

Units

HLTHPS006 Assist clients with medications

CHCAGE003 Coordinate services for older people

CHCAGE004 Implement interventions with older people at risk

CHCPAL001 Deliver care services using a palliative approach

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV and Diploma level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title

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CHCAGE003	Coordinate services for older people
CHCAGE004	Implement interventions with older people at risk
CHCPAL001	Deliver care services using a palliative approach
HLTHPS006	Assist clients with medication

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in supporting people with complex care needs requiring high levels of support in an aged care work context.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00026 High support and complex care skill set - aged care	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in supporting people with complex care needs requiring high levels of support in an aged care work context.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00079 Homelessness Support Work

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for supporting people experiencing homelessness in a variety of roles in the health and community sector. Work involves working directly with clients and providing support to families.

Units

CHCSOH010 Work with clients within the social housing system

CHCSOH001 Work with people experiencing or at risk of homelessness

CHCCCS004 Assess co-existing needs

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS004	Assess co-existing needs
CHCSOH001	Work with people experiencing or at risk of homelessness
CHCSOH010	Work with clients within the social housing system

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00028 Homelessness support work skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for working with people experiencing, or at risk of, homelessness in various health and community services contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00080 Induction to Leisure and Health

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for those working to support people to meet their leisure and recreational needs.

This skill set has been endorsed by industry as suitable for individuals who hold a qualification at Certificate III level or higher in an area involving provision of direct client care or support.

Units

CHCLAH001 Work effectively in the leisure and health industries

CHCLAH002 Contribute to leisure and health programming

CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCLAH001	Work effectively in the leisure and health industries
CHCLAH002	Contribute to leisure and health programming
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services and health sectors who wish to develop leisure and health skills to further their career development.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00029 Leisure and recreation skill set - planning and delivery	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for induction in leisure and health.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00081 Induction to Disability

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New skill set.

Description

This skill set reflects the skill requirements for supporting people with disability. It provides a set of skills to support the induction of new workers into a variety of roles supporting people with disability.

Units

CHCDIS007 Facilitate the empowerment of people with disability

CHCCCS015 Provide individualised support

CHCCOM005 Communicate and work in health and community services

HLTWHS002 Follow safe work practices for direct client care

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package, including the CHC33015 Certificate III in Individual Support.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS015	Provide individualised support
CHCCOM005	Communicate and work in health or community services

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CHCDIS007	Facilitate the empowerment of people with disability
HLTWHS002	Follow safe work practices for direct client care

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers entering the disability sector.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package and HLT Health Training Package meet industry requirements for induction into the disability sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00082 Lead and Mentor

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for team leaders or managers to coordinate, mentor and lead teams and individuals.

Units

CHCMGT003 Lead the work team

TAEDEL404A Mentor in the workplace

CHCPRP003 Reflect and improve own professional practice

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV or Diploma or Advanced Diploma level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCMGT003	Lead the work team
CHCPRP003	Reflect on and improve own professional practice
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for work involving leading, mentoring, coordinating, supporting and coaching in the community sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00083 Lead Inclusion and Collaboration

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for leading inclusive practices and collaborating on service provision in a variety of roles in the community sector.

Units

CHCDIV003 Manage and promote diversity

BSBMGT605 Provide leadership across the organisation

CHCDIV002 Promote Aboriginal and Torres Strait Islander cultural safety

CHCPRP001 Develop and maintain networks and collaborative partnerships

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV or Diploma or Advanced Diploma level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
BSBMGT605	Provide leadership across the organisation
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCDIV003	Manage and promote diversity
CHCPRP001	Develop and maintain networks and collaborative partnerships

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for leading inclusive practices and collaborating on service provision in a variety of roles in the community sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00084 Lead and support colleagues

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for team leaders or managers responsible for coordinating teams and supporting the wellbeing of colleagues working in stressful and demanding roles.

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Units

CHCMGT003 Lead the work team

CHCMGT005 Facilitate workplace debriefing and support processes

CHCPRP003 Reflect and improve own professional practice

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package at Certificate IV or Diploma or Advanced Diploma level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCMGT003	Lead the work team
CHCMGT005	Facilitate workplace debriefing and support processes

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CHCPRP003	Reflect on and improve own professional practice

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the Community Services Training Package (CHC) meet industry requirements for work involving coordinating teams and supporting the wellbeing of colleagues working in stressful and demanding roles in the community sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00085 Pastoral and Spiritual Care

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for providing pastoral and spiritual care in a variety of roles in the health and community sector.

Units

CHCMHS001 Work with people with mental health issues

CHCPAS001 Plan for the provision of pastoral and spiritual care

CHCPAS002 Provide pastoral and spiritual care

CHCCCS016 Respond to client needs

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package including the CHC42315 Certificate IV in Chaplaincy and Pastoral Care.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS016	Respond to client needs
CHCMHS001	Work with people with mental health issues
CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPAS002	Provide pastoral and spiritual care

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00051 Pastoral care skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for providing pastoral and spiritual care in a variety of roles in the community services or health sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00086 Quality Management

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for supporting the development of quality outcomes for organisations and to lead change and continuous improvement processes.

Units

CHCMGT001 Develop, implement and review quality framework

CHCLEG003 Manage legal and ethical compliance

BSBMGT608 Manage innovation and continuous improvement

BSBINN601 Lead and manage organisational change

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Diploma level and above.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
BSBINN601	Lead and manage organisational change
BSBMGT608	Manage innovation and continuous improvement
CHCLEG003	Manage legal and ethical compliance
CHCMGT001	Develop, implement and review quality framework

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for supporting the development of quality outcomes for organisations and leading change and continuous improvement processes in various health or community services contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00087 Risk Management

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for the identification and management of risks in organisations in the health or community sector.

Units

BSBRSK501 Manage risk

CHCLEG003 Manage legal and ethical compliance

HLTWHS004 Manage work health and safety

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV level and above.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
BSBRSK501	Manage risk
CHCLEG003	Manage legal and ethical compliance
HLTWHS004	Manage work health and safety

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for risk management work in various health or community services contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00088 Induction

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for people entering the health and community services sector. It provides a set of skills to support the induction of new workers into a variety of roles. Work is supervised and may involve working directly or indirectly with clients.

Units

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

HLTWHS002 Follow safe work practices for direct client care

HLTWHS006 Manage personal stressors in the work environment

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package and the HLT Health Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers entering or working in community services or health sector roles.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package and HLT Health Training Package meet industry requirements for induction into health and community services work.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00089 Service Coordination and Collaboration

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for work in coordinating services for clients including establishing and maintaining working relationships and partnerships with other service providers in the health or community sector.

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in related field

or

- have skills equivalent to the qualification requirement validated through a recognition of prior learning process

Units

CHCMGT003 Lead the work team

CHCPRP001 Develop and maintain networks and collaborative partnerships

CHCMGT002 Manage partnership agreements with service providers

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV level and above.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCMGT002	Manage partnership agreements with service providers
CHCMGT003	Lead the work team

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CHCPRP001	Develop and maintain networks and collaborative partnerships

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for work in coordinating services for clients including establishing and maintaining working relationships and partnerships with other service providers in the health or community sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00090 Supporting Children and Families with Complex Needs

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New skill set.

Description

This skill set reflects the skill requirements for providing services and support to families and children with complex needs in the community sector.

Units

CHCECE028 Collaborate with families to plan service and supports

CHCCCS009 Facilitate responsible behaviour

CHCCCS024 Support individuals with autism spectrum disorder

CHCPRP003 Reflect and improve on own professional practice

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS009	Facilitate responsible behaviour
CHCCCS024	Support individuals with autism spectrum disorder

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CHCECE028	Collaborate with families to plan service and supports
CHCPRP003	Reflect on and improve own professional practice

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community service roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for providing services and support to families and children with complex needs in the community sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00091 Team Leader

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New skill set.

Description

This skill set reflects the skill requirements for leading and coordinating teams in health or community sector.

Units

CHCMGT003 Lead the work team

PSPGOV415A Provide workplace coaching

CHCPRP003 Reflect and improve own professional practice

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCMGT003	Lead the work team
CHCPRP003	Reflect on and improve own professional practice
PSPGOV415A	Provide workplace coaching

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in community services or health sector roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for leading and coordinating teams in health or community sector.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00092 Alcohol and Other Drugs Co-existing Needs Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for support workers providing services to clients with co-existing needs, including both alcohol and other drugs and mental health issues.

This skill set has been endorsed by industry as suitable for individuals who:

- • hold a qualification at Certificate IV level or higher in Alcohol and other Drugs, Mental Health or related field

or

- • have skills equivalent to the qualification requirement validated through a recognition of prior learning process

or

- • have substantial industry experience, on the job training and development along with supervisor assessment of capacity.

Units

CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management

CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

CHCCCS004 Assess co-existing needs

CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package, including the CHC53215 Diploma of Alcohol and Other Drugs.

Licensing/Regulatory Information

Nil.

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Skill Set Requirements

Code	Title
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues
CHCCCS004	Assess co-existing needs
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in alcohol and other drugs, mental health or related fields seeking to broaden or deepen their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for support workers providing services to clients with co-existing mental health and alcohol and other drug issues.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00093 Alcohol and Other Drugs Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for support workers providing services to clients with alcohol and other drugs issues.

This skill set has been endorsed by industry as suitable for individuals who:

- • hold a qualification at Certificate III level or higher in Community Services, Health or related field

or

- • have skills equivalent to the qualification requirement validated through a recognition of prior learning process

or

- • have substantial industry experience, on the job training and development along with supervisor assessment of capacity

Units

CHCAOD001 Work in an alcohol and other drugs context

CHCAOD004 Assess needs of clients with alcohol and other drugs issues

CHCAOD006 Provide interventions for people with alcohol and other drugs issues

CHCAOD009 Develop and review individual alcohol and other drugs treatment plans

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package, including the CHC43215 Certificate IV in Alcohol and Other Drugs.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title

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CHCAOD001	Work in an alcohol and other drugs context
CHCAOD004	Assess needs of clients with alcohol and other drugs issues
CHCAOD006	Provide interventions for people with alcohol and other drugs issues
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in direct client care roles seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00001 Alcohol and other drugs skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for support workers providing services to clients with alcohol and other drug issues.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00094 High Support and Complex Care - Disability Skill Set

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical errors amended.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to units.

Description

This skill set reflects the skill requirements for work supporting people with complex care needs requiring high levels of support in a disability context.

Units

CHCDIS004 Communicate using augmentative and alternative communication strategies

CHCDIS005 Develop and provide person-centred service responses

CHCDIS010 Provide person-centred services to people with disability with complex needs

HLTHPS007 Administer and monitor medications

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV and Diploma level.

Licensing/Regulatory Information

Nil.

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Skill Set Requirements

Code	Title
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS005	Develop and provide person-centred service responses
CHCDIS010	Provide person-centred services to people with disability with complex needs
HLTHPS007	Administer and monitor medications

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services industry who wish to develop skills in supporting people with complex care needs requiring high levels of support in a disability work context.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00027 High support and complex care skill set - disability work	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in supporting people with complex care needs requiring high levels of support in a disability work context.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00095 Dementia Support - Service Delivery Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCSS00010 Significant changes to units.

Description

This skill set reflects the skill requirements for work supporting people with dementia.

Units

CHCAGE005 Provide support to people living with dementia

CHCCCS008 Develop strategies to address unmet needs

CHCCCS009 Facilitate responsible behaviour

CHCCCS020 Respond effectively to behaviours of concern

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate IV and Diploma level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCAGE005	Provide support to people living with dementia
CHCCCS008	Develop strategies to address unmet needs

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CHCCCS009	Facilitate responsible behaviour
CHCCCS020	Respond effectively to behaviours of concern

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in supporting people with dementia.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00010 Dementia support skill set - service delivery	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in supporting people with dementia.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00096 Disability Work - Behaviour Support Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCSS00014 Significant changes to units.

Description

This skill set reflects the skill requirements for work supporting people with a disability who have behaviours of concern.

Units

CHCDIS002 Follow established person-centred behaviour supports

CHCDIS006 Develop and promote positive person-centred behaviour supports

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III and Certificate IV.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS006	Develop and promote positive person-centred behaviour supports

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services industry who wish to develop skills in supporting people with disability who have behaviours of concern.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00014 Disability work skill set - behaviour support	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in supporting people with disability with behaviours of concern.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00097 Individual Support - Ageing Skill Set

Modification History

Release	Comments
1	New skill set. This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill Set

Description

This skill set reflects the skill requirements for providing person centred support to older people in various settings.

Units

CHCAGE001 Facilitate the empowerment of older people

CHCAGE005 Provide support to people living with dementia

CHCCCS011 Meet personal support needs

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or Certificate IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCCCS011	Meet personal support needs

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in providing person centred support to older people.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in providing person centred support to older people.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00098 Individual Support - Disability Skill Set

Modification History

Release	Comments
1	This version was released in the *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCSS00013 Significant changes to units.

Description

This skill set reflects the skill requirements for providing person centred support to people with disability in various settings.

Units

CHCDIS001 Contribute to ongoing skills development using a strengths-based approach

CHCDIS002 Follow established person-centred behaviour supports

CHCDIS003 Support community participation and social inclusion

CHCDIS007 Facilitate the empowerment of people with disability

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or Certificate IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach

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CHCDIS002	Follow established person-centred behaviour supports
CHCDIS003	Support community participation and social inclusion
CHCDIS007	Facilitate the empowerment of people with disability

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in providing person centred support to people with disability.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00013 Disability work skill set - active support of clients with a disability	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in providing support to people with disability.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00099 Individual Support - Home and Community (Ageing) Skill Set

Modification History

Release	Comments
1	New skill set. This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill Set

Description

This skill set reflects the skill requirements for providing person centred support to older people in home and community settings.

Units

CHCAGE001 Facilitate the empowerment of older people

CHCHCS001 Provide home and community support services

CHCCCS011 Meet personal support needs

CHCCCS025 Support relationships with carers and families

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or Certificate IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCAGE001	Facilitate the empowerment of older people
CHCCCS011	Meet personal support needs

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CHCCCS025	Support relationships with carers and families
CHCHCS001	Provide home and community support services

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in home and community support.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in providing support to people in home and community settings.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00100 Individual Support - Home and Community (Disability) Skill Set

Modification History

Release	Comments
1	New skill set. This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill Set

Description

This skill set reflects the skill requirements for providing person centred support to people with disability in home and community settings.

Units

CHCHCS001 Provide home and community support services

CHCCCS011 Meet personal support needs

CHCCCS025 Support relationships with carers and families

CHCDIS007 Facilitate the empowerment of people with disability

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or Certificate IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS011	Meet personal support needs
CHCCCS025	Support relationships with carers and families

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CHCDIS007	Facilitate the empowerment of people with disability
CHCHCS001	Provide home and community support services

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in home and community support.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in providing support to people in home and community settings.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00101 Language, Literacy and Numeracy Tutor Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for developing the language, literacy and numeracy (LLN) competence of people in the community.

Units

CHCEDU013 Facilitate adult learning and development

CHCLLN002 Support adult language and literacy learning

CHCLLN003 Support adult numeracy learning

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCEDU013	Facilitate adult learning and development
CHCLLN002	Support adult language and literacy learning
CHCLLN003	Support adult numeracy learning

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for people working as tutors, either paid or volunteer, who support people to develop their language, literacy and numeracy (LLN) competence. Work is under the guidance of a program supervisor with LLN development expertise.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00031 Literacy and numeracy tutor skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for supporting people to develop their language, literacy and numeracy (LLN) competence.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00102 Mental Health Co-existing Needs Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for support workers providing services to clients with co-existing needs, including both mental health and alcohol and other drugs issues.

This skill set has been endorsed by industry as suitable for individuals who:

• hold a qualification at Certificate IV level or higher in alcohol and other drugs, mental health or related field

or

• have skills equivalent to the qualification requirement validated through a recognition of prior learning process

or

• have substantial industry experience, on the job training and development along with supervisor assessment of capacity.

Units

CHCMHS004 Work collaboratively with the care network and other services

CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

CHCMHS010 Implement recovery oriented approaches to complexity

CHCMHS011 Assess and promote social, emotional and physical wellbeing

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package, including the CHC53315 Diploma of Mental Health.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title

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CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS010	Implement recovery oriented approaches to complexity
CHCMHS011	Assess and promote social, emotional and physical wellbeing

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in alcohol and other drugs, mental health or related fields seeking to broaden or deepen their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for providing services to clients with co-existing mental health and alcohol and other drugs issues.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00103 Mental Health Peer Work Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for peer workers entering the mental health workforce.

Units

CHCLEG001 Work legally and ethically

CHCPWK001 Apply peer work practices in the mental health sector

CHCPWK003 Apply lived experience in mental health peer work

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package, including the CHC43515 Certificate IV in Mental Health Peer Work.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCLEG001	Work legally and ethically
CHCPWK001	Apply peer work practices in the mental health sector
CHCPWK003	Apply lived experience in mental health peer work

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for new entrants to mental health peer work.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people entering the area of mental health peer work.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00104 Peer Leadership Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 2.0.

Description

This skill set reflects the skill requirements for peer workers in a leadership or senior role as a consumer or carer in the mental health workforce.

Units

CHCADV005 Provide systems advocacy services

CHCPRP001 Develop and maintain networks and collaborative partnerships

BSBMGT605 Provide leadership across the organisation

TAEDEL404A Mentor in the workplace

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Diploma and Advanced Diploma levels.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
BSBMGT605	Provide leadership across the organisation
CHCADV005	Provide systems advocacy services
CHCPRP001	Develop and maintain networks and collaborative partnerships
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for mental health peer workers working in a leadership or senior role as a consumer worker or carer worker in the mental health sector.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00036 Mental health peer leadership skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for peer leaders in mental health peer work.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00105 Palliative Approach Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCSS00050 Significant changes to units.

Description

This skill set reflects the skill requirements for work supporting people requiring palliative care.

Units

CHCCCS017 Provide loss and grief support

CHCPAL001 Deliver care services using a palliative approach

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III and Certificate IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS017	Provide loss and grief support
CHCPAL001	Deliver care services using a palliative approach

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services industry who wish to develop skills in supporting people who require palliative care.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00050 Palliative approach skill set - provide support	Not equivalent

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work in supporting people who require palliative care.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00106 Facilitate Independent Travel Skill Set

Modification History

Release	Comments
1	New skill set. This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. New Skill Set

Description

This skill set reflects the skill requirements for work supporting people to facilitate independence through developing knowledge, skills and confidence in using public transport.

Units

CHCCCS022 Facilitate independent travel

Pathways Information

These units provide credit towards a range of qualifications in the CHC Community Services Training Package at Certificate III or IV level.

Licensing/Regulatory Information

Nil.

Skill Set Requirements

Code	Title
CHCCCS022	Facilitate independent travel

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people working in various care and support roles in the community services sector who wish to develop skills in supporting people with independent travel.

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Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from CHC Community Services Training Package meet industry requirements for work contributing to independent travel and use of public transport by a range of client groups.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00107 Carer Support Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for work in facilitating supports for carers.

This skill set has been endorsed by industry as suitable for individuals who:

• hold a qualification at Certificate III level or higher in a community services related discipline

or

• have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Units

CHCCCS030 Determine and respond to carer needs

CHCCOM001 Provide first point of contact

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package, including CHC42015 Certificate IV in Community Services.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCCCS030	Determine and respond to carer needs
CHCCOM001	Provide first point of contact

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for individuals seeking to broaden their skills in carer support.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00002 Assessment, Carer Support and Respite Coordination skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people providing carer support services.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00108 Career Development Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for work in career development practice.

This skill set has been endorsed by industry as suitable for individuals who:

• hold a professional or vocational qualification at Certificate III level or higher in a career development related discipline

or

• have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Units

CHCCOM002 Use communication to build relationships

CHCECD001 Analyse and apply information that supports employment and career development

CHCECD008 Deliver services consistent with a career development framework

CHCECD009 Conduct career guidance interviews

CHCECD010 Provide support to people in career transition

CHCLEG001 Work legally and ethically

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package, including CHC41215 Certificate IV in Career Development

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCCOM002	Use communication to build relationships

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CHCECD001	Analyse and apply information that supports employment and career development
CHCECD008	Deliver services consistent with a career development framework
CHCECD009	Conduct career guidance interviews
CHCECD010	Provide support to people in career transition
CHCLEG001	Work legally and ethically

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals seeking to broaden their skills in career development practice and has application in areas such as school career advice, VET in Schools work, education and training, or human resources.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00005 Career development practice skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people working in career development practice.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00109 Employment Services Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for work in employment services.

This skill set has been endorsed by industry as suitable for individuals who:

• hold a qualification at Certificate III level or higher in an employment services related discipline

or

• have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Units

CHCECD001 Analyse and apply information that supports employment and career development

CHCECD002 Deliver and monitor contracted employment services

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package, including CHC41115 Certificate IV in Employment Services.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCECD001	Analyse and apply information that supports employment and career development
CHCECD002	Deliver and monitor contracted employment services

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals seeking to broaden their skills in working with job seekers to gain employment.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00019 Employment services skill set - service coordination	Not equivalent
CHCSS00020 Employment services skill set - service delivery	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people working with job seekers to gain employment.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00110 Mediation Skill Set

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCSS00034 Significant changes to units

Description

This skill set reflects the skill requirements for individuals who act as mediators in a community services context.

Units

CHCMED001 Prepare for mediation

CHCMED002 Facilitate mediation

CHCMED003 Consolidate and conclude mediation

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package, including CHC42015 Certificate IV Community Services.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCMED001	Prepare for mediation
CHCMED002	Facilitate mediation
CHCMED003	Consolidate and conclude mediation

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals seeking to broaden their existing skills to include mediation.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00034 Mediation skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people acting as mediators.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSS00111 Problem Gambling Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for individuals who work with clients affected by gambling.

This skill set has been endorsed by industry as suitable for individuals who:

• hold a qualification at Certificate IV level or higher in a community services related discipline

or

• have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Units

CHCGMB001 Assess the needs of clients with problem gambling issues

CHCGMB002 Provide counselling for clients with problem gambling issues

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package, including CHC52015 Diploma of Community Services.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCGMB001	Assess the needs of clients with problem gambling issues
CHCGMB002	Provide counselling for clients with problem gambling issues

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals seeking to broaden their existing skills to include problem gambling work.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00052 Problem gambling skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people working with clients affected by gambling.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00112 Suicide Bereavement Support Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for individuals who facilitate suicide bereavement support groups.

This skill set has been endorsed by industry as suitable for individuals who:

• hold a qualification at Certificate III level or higher in a community services related discipline

or

• have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

Units

CHCCOM002 Use communication to build relationships

CHCCCS003 Increase the safety of individuals at risk of suicide

CHCCCS017 Provide loss and grief support

CHCCCS018 Provide suicide bereavement support

CHCGRP002 Plan and conduct group activities

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCCCS003	Increase the safety of individuals at risk of suicide

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CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCCOM002	Use communication to build relationships
CHCGRP002	Plan and conduct group activities

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for people wishing to broaden their skills to work in suicide bereavement support.

Skill Set Mapping Information

Previous Code and Title	Equivalence
CHCSS00055 Suicide bereavement support skill set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for facilitation of suicide bereavement support groups.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00113 Crisis Support Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.0.

Description

This skill set reflects the skill requirements for individuals who respond to the immediate needs of people in crisis. The support provided is immediate and short term, and not of an ongoing nature.

Units

CHCCCS003 Increase the safety of individuals at risk of suicide

CHCCCS019 Recognise and respond to crisis situations

CHCCCS028 Provide client-centred support to people in crisis

Pathways Information

These units provide credit towards a range of qualifications in the Community Services Training Package, including CHC42015 Certificate IV in Community Services.

Licensing/Regulatory Information

Nil

Skill Set Requirements

Code	Title
CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS019	Recognise and respond to crisis situations
CHCCCS028	Provide client-centred support to people in crisis

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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Target Group

This skill set is for voluntary and paid workers who respond to the immediate rather than ongoing needs of people in crisis.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the CHC Community Services Training Package meet industry requirements for people providing support to people in crisis.

Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSS00114 Entry into Care Roles Skill Set

Modification History

Release	Comments
1	This skill set was first released in CHC Community Services Release 3.1.

Description

This skill set addresses the skills and knowledge required to provide entry level support for basic client care for a range of roles and purposes required within the aged care and disability support sectors. The support provided in client care will be predominantly non-direct, with some basic direct client care, in order to maintain the safety of both the learner and client in care.

For information on delivery and associated job roles, please refer to the relevant Companion Volume Implementation Guide: RTO Factsheet available on VETNet

Units

- CHCCCS015 Provide individualised support
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWHS002 Follow safe work practices for direct client care

Pathways Information

The units provide credit towards the Certificate III in Individual Support and other qualifications that allow for selection of these units.

Licensing/Regulatory Information

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.

Skill Set Requirements

Code	Title
CHCCCS015	Provide individualised support
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care

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Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals who use introductory care practices to support fully qualified carers within an aged care or disability support environment. Candidates who complete this skill set would be equipped with the skills and knowledge required to undertake job tasks to support fully qualified carers, such as making beds, providing assistance to maintain a clean environment and communicating with carers as part of the support service.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These units of competency from HLT Health and CHC Community Services Training Packages meet industry requirements for basic entry level care in aged care and disability support contexts.

Links

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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BSBADM405 Organise meetings

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.

It applies to individuals employed in a range of work environments who are required to organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Make meeting arrangements	1.1 Identify the type of meeting being organised and its purpose 1.2 Identify and comply with any legal or ethical requirements 1.3 Identify requirements of the meeting and its participants 1.4 Make meeting arrangements in accordance with meeting and participants requirements 1.5 Advise participants of meeting details
2 Prepare and distribute documentation for meetings	2.1 Prepare notice of meeting, agenda and meeting papers in accordance with meeting requirements 2.2 Check documentation for accuracy and correct any errors 2.3 Distribute documentation to participants within designated timelines 2.4 Prepare spare sets of documents
3 Record and produce minutes of meeting	3.1 Take notes with the required speed and accuracy to ensure an accurate record of the meeting 3.2 Produce minutes that reflect a true and accurate account of the meeting 3.3 Check minutes for accuracy and submit for approval by the nominated person 3.4 Dispatch copies of minutes within designated timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2,1.4, 2.1, 2.2, 3.3	• Identifies and interprets information from instructions, organisational policies and procedures, or legislation • Compares final output with original notes to check accuracy

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Writing	1.4, 1.5, 2.1, 2.2, 3.1, 3.2	• Prepares complex texts from notes using appropriate structure, accurate spelling, grammar and punctuation • Records notes of meeting proceedings according to organisational requirements • Edits and corrects own work to ensure accuracy
Oral Communication	1.3-1.5, 3.1	• Listens for specific information during meetings • Conveys specific instructions using vocabulary appropriate to context, purpose and audience • Asks questions and listens to responses to clarify understanding
Numeracy	2.3, 3.1, 3.4	• Performs calculations required to measure output against predetermined timeframes
Navigate the world of work	1.2, 1.4, 2.1	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	2.3, 3.3, 3.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.3, 1.4, 2.2-2.4, 3.4	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM405 Organise meetings	BSBADM405B Organise meetings	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBADM405 Organise meetings

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- organise a meeting and advise participants accordingly
- prepare and distribute all documentation required for the meeting
- take meeting notes which accurately reflect what was discussed during the meeting
- produce minutes based on own notes providing an accurate account of the meeting
- circulate copies of meeting minutes within predetermined timeframes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe culturally appropriate communication techniques
- identify the relevant formats for agendas and minutes
- list the key provisions of relevant legislation
- outline organisational procedures relevant to the task.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBADM409 Coordinate business resources

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

It applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Determine resource requirements	1.1 Determine resource requirements in accordance with business and operational plans and organisational requirements 1.2 Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements 1.3 Ensure resource expenditure is realistic and makes efficient use of available budget resources 1.4 Present recommendations on resource requirements in the required format, style and structure using relevant business equipment and technology
2 Acquire and allocate resources	2.1 Acquire physical resources and services in accordance with organisational requirements 2.2 Check resources to ensure quality and quantity are in line with service agreements 2.3 Allocate resources promptly to enable achievement of workgroup objectives 2.4 Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using appropriate interpersonal skills
3 Monitor and report on resource allocation and usage	3.1 Measure effectiveness of resource planning and assess against actual costs, identified shortfalls and surpluses 3.2 Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans 3.3 Identify improvements in resource planning through consultation and feedback, and implement in accordance with organisational requirements 3.4 Maintain records concerning equipment and resource purchases in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.2, 3.1, 3.3, 3.4	• Identifies and interprets information from organisational plans, policies and procedures

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Writing	1.4, 2.1, 3.1-3.4	• Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose
Oral Communication	1.2, 2.4, 3.3	• Participates effectively in spoken interactions using active listening and questioning to confirm and clarify understanding
Numeracy	1.3, 2.2, 3.1, 3.2	• Interprets and comprehends a range of mathematical information that is embedded in familiar texts • Calculates and compares numeric data to track expenditure
Navigate the world of work	1.1, 2.1, 3.3, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.2, 1.4, 2.4, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar routine activities playing an active role in facilitating group interaction
Get the work done	1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Utilises a range of features within digital applications to access, store and share information • Reflects on the ways in which variables impact on decision outcomes to identify improvement opportunities

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM409 Coordinate business resources	BSBADM409A Coordinate business resources	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBADM409 Coordinate business resources

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- monitor resource usage
- maintain records of resource requirements and usage
- calculate costs and expenditures in relation to use and maintenance of business resources
- acquire and allocate physical resources and services to team members
- consult and communicate with individuals and teams about acquiring and using resources
- monitor, review and report on resource use acquisition, allocation, use and procedures
- follow organisational policies and procedures in relation to business resource acquisition and monitoring.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the functions of business equipment used in an organisation and identify common faults
- identify organisational policies, plans and procedures in relation to business resource acquisition and monitoring.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

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- records relating to business resources
- policies and procedures relating to resources
- case studies, and where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBADM504 Plan and implement administrative systems

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan for or review the requirements of effective administrative systems and procedures for implementing, monitoring and reviewing the system.

It applies to individuals employed in a range of work environments in senior administrative roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Plan for the new or modified administrative system	1.1 Identify requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements 1.2 Obtain quotations from suppliers/developers for the identified requirements or modifications to be made to the system in accordance with organisational policy and procedures 1.3 Select supplier or developer in accordance with organisational policy and procedures
2 Implement new or modified administrative system	2.1 Identify and develop implementation strategies in consultation with staff 2.2 Encourage staff to participate in all stages of the implementation process 2.3 Implement system in accordance with organisational and legislative requirements 2.4 Define and communicate procedures for using the system to staff 2.5 Provide training and support for staff on the use of the new or modified system 2.6 Deal with contingencies to ensure minimal impact on users
3 Monitor administrative system	3.1 Monitor system for usage, security and output in accordance with organisational requirements 3.2 Modify system to meet changing needs in accordance with organisational requirements 3.3 Clearly identify further modifications and notify users 3.4 Monitor staff training needs and train new staff on administrative system

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.5, 3.4	• Actively reinforces own knowledge and skills by training or mentoring others

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Reading	1.2, 1.3, 3.1	• Extracts, analyses and evaluates information from complex texts, including organisational policies and procedures
Writing	1.1, 2.1, 2.4, 3.2, 3.3	• Gathers and utilises information and ideas from a range of sources to create texts to meet organisational requirements • Creates instructional texts using grammatical structures and vocabulary appropriate to audience and context
Oral Communication	1.1, 2.1, 2.2, 2.4, 2.5, 3.4	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Uses listening and questioning techniques to elicit key information and confirm understanding • Presents complex information adjusting presentation style and vocabulary to suit the audience
Numeracy	1.1, 1.2	• Recognises and interprets numerical information related to budgets
Navigate the world of work	1.1-1.3, 2.3, 2.4, 3.1	• Develops systems to meet organisational and legislative requirements
Interact with others	1.1, 1.2, 2.1, 2.2, 2.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, providing guidance to others , where necessary
Get the work done	1.1-1.3, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Monitors progress of plans and changes them to meet new demands or priorities • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions

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		• Anticipates potential problems and implements contingency plans as soon as warning signs are recognised • Uses and investigates new digital technologies and applications to manage and manipulate data • Demonstrates awareness of the importance of data security in a digital environment

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM504 Plan and implement administrative systems	BSBADM504B Plan or review administrative systems	Updated to meet Standards for Training Packages Minor title change Minor correction to wording in elements and performance criteria - ‘administration‘ changed to ‘administrative’	Equivalent

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Assessment Requirements for BSBADM504 Plan and implement administrative systems

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with relevant personnel and stakeholders to identify administrative system improvements
- document necessary requirements or modifications
- provide training and support for staff to use the new or modified system
- monitor the new system and identify future improvements and staff training needs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

summarise relevant legislative and organisational policies and procedures for reviewing administrative systems

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- organisational policy and procedure manuals
- reference materials
- appropriate equipment.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBATSIC412 Maintain and protect cultural values in the organisation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work as a board member in a way that respects, maintains and protects aspects of culture within the organisation.

It applies to individuals responsible for maintaining and protecting cultural values in an organisation as part of their board role in monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Demonstrate knowledge of your culture	1.1 Outline relevant traditional and cultural responsibilities in a manner appropriate to the audience 1.2 Follow accepted cultural protocols when undertaking board duties 1.3 Identify the role of Elders and their relationship to the organisation
2 Demonstrate respect for cultural diversity	2.1 Treat individuals and groups with diverse lifestyles, backgrounds, cultures and languages with respect and sensitivity 2.2 Accommodate cultural differences in dealing with other people
3 Identify impacts of colonisation on Aboriginal and Torres Strait Islander culture	3.1 Identify how changes in Aboriginal and Torres Strait Islander culture since colonisation impact the organisation and its members today 3.2 Recommend ways the organisation can help to restore, protect and maintain culture
4 Apply Aboriginal and Torres Strait Islander cultural practices to governance processes	4.1 Identify relevant Aboriginal and Torres Strait Islander cultural practices that contribute to effective governance of organisations 4.2 Work with other board members to incorporate relevant Aboriginal and Torres Strait Islander cultural practices into organisation's governance processes
5 Deal with potential and actual cultural exploitation	5.1 Identify examples of potential and actual harm 5.2 Work with other board members to develop strategies for responding to potential and actual damage to cultural integrity
6 Deal with potential and actual stereotyping and prejudice	6.1 Identify areas of potential and actual social conflict as a consequence of stereotyping and prejudice 6.2 Work with other board members to develop strategies toward reconciliation in consultation with appropriate individuals or groups in targeted areas
7 Determine effects of new legislation and policy on the organisation	7.1 Assess the potential impact of new and proposed legislation and policy on the organisation and its members 7.2 Develop strategies to respond to new and proposed legislation and policy

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8 Determine impact of development on culture	8.1 Identify relevant social, technical, economic and political changes that may impact the activities of the organisation 8.2 Assess current and future impact of development on culture 8.3 Develop strategies to maximise positive impact, and prevent or minimise negative impact on culture

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.1, 4.1, 5.1, 6.1, 7.1, 8.1, 8.2	• Gathers, interprets and analyses text to assess key changes in legislation and policy and how they relate to the organisation and community
Writing	1.1, 3.1, 3.2, 4.1, 4.2, 5.2, 6.2, 7.2, 8.1-8.3	• Uses clear, specific and industry-related terminology to complete and update workplace documentation
Oral Communication	1.1-1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2, 6.2, 7.1	• Participates in a variety of spoken exchanges with people from diverse backgrounds in an effort to maintain and protect cultural values • Uses listening and questioning skills to confirm understanding for requirements
Navigate the world of work	1.2, 4.1, 7.1	• Understands nature and purpose of own role and associated responsibilities and recognises and follows implicit and explicit workplace protocols • Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	2.1, 2.2, 4.2, 5.2, 6.2	• Pays attention to behaviour of others, interpreting a broad range of verbal and non-verbal signals and asking some questions to help understand others' thoughts and feelings

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		• Cooperates with others as part of familiar routine activities and contributes to specific activities requiring joint responsibility and accountability
Get the work done	1.3, 3.1, 3.2, 4.1, 5.1, 6.1, 7.2, 8.1-8.3	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and considering how to respond to input of others • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts • Recognises potential of new approaches to enhance work practices and outcomes and accepts need for change

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIC412 Maintain and protect cultural values in the organisation	BSBATSIC412A Maintain and protect cultural values in the organisation	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBATSIC412 Maintain and protect cultural values in the organisation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- undertake board duties according to cultural and legal responsibilities
- actively contribute to discussions and decision making
- manage time and stress effectively to participate in board activities.
- offer appropriate information to others about cultural protocols
- develop strategies to restore, protect and maintain cultural values in the organisation
- identify signs of stress, implement stress-management strategies, and evaluate the effectiveness of chosen strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain Aboriginal and Torres Strait Islander cultural governance practices that may affect the effective governance of organisations
- outline basic information on intellectual property rights and copyright law in relation to cultural knowledge and objects
- describe concept of community control of organisations and how it may impact protection of cultural values
- describe concepts of stereotyping and prejudice and their impacts on individuals
- identify cultural context in which Aboriginal and Torres Strait Islander boards operate
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact the maintenance and protection of cultural values in an organisation

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- explain how historical factors, such as colonisation, have had an impact on local community members and the organisation
- outline provisions of federal, state or territory legislation and funding body requirements that may impact decision-making
- identify relevant protocols and cultural responsibilities of board members
- summarise social, technical, economic, legislative and political changes likely to occur in the short to medium term that could impact the activities of the organisation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- rules of the constitution
- legislation, codes of conduct and policies and procedures relevant to board activities
- interaction with others

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBATSIC511 Plan and conduct a community meeting

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan and conduct community meetings the board initiates or facilitates.

It applies to individuals who need to communicate with community members in their role of monitoring and guiding activities of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Negotiate the basis of a meeting and plan event	1.1 Undertake consultation on purpose, location, date and time of proposed meeting with appropriate people 1.2 Develop a broad agenda and list of invited guests in consultation with appropriate people 1.3 Communicate details of meeting to the community, invited guests and other key people and groups 1.4 Plan transport and other arrangements to maximise attendance 1.5 Address requirements of people with special needs to ensure equity and access
2 Conduct meeting	2.1 Follow community procedures for choosing a chairperson for the meeting 2.2 Follow agenda and relevant meeting protocols 2.3 Acknowledge all points of view through appropriate meeting processes of discussion and documentation 2.4 Encourage full participation 2.5 Seek consensus in decision-making 2.6 Manage difficult situations appropriately
3 Record decisions	3.1 Clearly outline meeting decisions being voted on to those present 3.2 Clarify recommended actions resulting from decisions with participants 3.3 Identify people and organisations responsible for actions 3.4 Record decisions and recommended actions
4 Communicate outcomes	4.1 Share meeting outcomes with board, members and relevant others 4.2 Encourage participants to use their networks to communicate information provided and decisions made at the meeting 4.3 Follow up people and organisations identified as responsible for actions to ensure they understand what is required 4.4 Report outcomes to participating Elders, community members and organisations through established channels

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 2.2	• Evaluates and integrates information from a variety of texts to construct purposeful meaning
Writing	1.1-1.4, 2.3, 3.4, 4.1, 4.4	• Uses clear, specific and industry-related terminology to complete and update workplace documentation
Oral Communication	1.1-1.3, 2.3, 2.5, 3.1-3.3, 4.1-4.4	• Participates in verbal exchanges of ideas/solutions and uses clear language and suitable tone to address and disseminate relevant information to a wide variety of individuals
Navigate the world of work	2.1, 2.2	• Monitors adherence to community protocols and procedures • Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.5, 2.3, 2.4, 2.6	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises and values individual differences, seeking to better understand other perspectives including those with special needs
Get the work done	1.4, 2.6, 3.3	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer term operational and strategic goals • When dealing with complex issues, may use intuition to identify general problem, switching to analytical processes to clarify

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		key issues and using lateral thinking processes to generate possible solutions • Considers whether, and how, others should be involved, often using consultative and collaborative processes as an integral part of decision-making process

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIC511 Plan and conduct a community meeting	BSBATSIC511A Plan and conduct a community meeting	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBATSIC511 Plan and conduct a community meeting

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan a community meeting to ensure participation of appropriate people
- conduct a community meeting that provides participants with an opportunity to share views
- put processes in place to inform appropriate people about what occurred at the meeting and outcomes of proposed action.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline community consultation methods
- explain concept of community control of organisations and how it may impact the conduct of community meetings
- describe consensus decision-making principles
- describe the cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact the conduct of community meetings
- outline decision-making strategies
- explain geographic, social, economic and political contexts in which particular organisations operate and how these may impact the conduct of community meetings
- identify organisational policies and procedures relevant to community meetings
- list provisions of federal, state or territory legislation and funding body requirements that influence decision-making
- identify relevant community bodies that might be included in community meetings

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- describe relevant protocols and cultural responsibilities for conducting community meetings.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated community meeting
- examples of issues raised at community meetings
- meeting participants.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBATSIL412 Participate effectively as a board member

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to operate as a confident and responsible member of the board, respecting culture, contributing positively, working with others, seeing the big picture and managing personal stress.

It applies to individuals with a broad knowledge of the business or core functions of organisations, who contribute their skills and knowledge to monitoring and guiding the activities of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Act in accordance with cultural and professional boundaries	1.1 Demonstrate respect for local history 1.2 Identify and follow community protocols 1.3 Adhere to personal legal responsibilities under corporation law 1.4 Follow the organisation's code of conduct 1.5 Identify and manage real and perceived conflict of interest
2 Participate actively in board matters	2.1 Plan for participation in board activities 2.2 Attend board meetings and other board activities regularly 2.3 Make positive and constructive contributions to discussions 2.4 Prepare for meetings and undertake assigned follow-up actions
3 Encourage and respect contributions from others	3.1 Listen to and consider others' points of view 3.2 Represent the community's views objectively 3.3 Seek consensus when decision-making
4 Work with the wider community	4.1 Keep up-to-date with local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues 4.2 Identify and undertake cooperative actions involving other groups 4.3 Demonstrate respect for values, policies and processes of other groups
5 Manage stress	5.1 Recognise signs of stress in self and others 5.2 Identify potential and actual sources of stress 5.3 Implement stress-reduction strategies if required 5.4 Evaluate the effectiveness of stress-reduction strategies and make changes if required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.3, 1.4, 2.1, 2.4, 4.1, 4.2	• Interprets textual information obtained from a range of sources and determines how content may be applied within a board environment
Writing	2.4, 4.2	• Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations
Oral Communication	2.3, 3.1, 3.2, 4.1, 4.3	• Uses objective language and positive tone to clearly articulate issues • Uses active questioning and listening techniques to confirm understanding
Navigate the world of work	1.2-1.4	• Appreciates the implications of legal and regulatory responsibilities related to own work • Recognises and follows explicit and implicit protocols and meets expectations associated with own role • Understands nature and purpose of own role and associated responsibilities and how it contributes to the work of others in immediate work context
Interact with others	1.5, 3.3, 4.2, 4.3, 5.1-5.3	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and occasionally taking a leadership role • Recognises some strengths and weaknesses of own interpersonal skills in work contexts and may identify one or more areas to develop • Identifies and addresses areas of need, monitoring progress by observing the reactions of others and seeking explicit feedback • Follows accepted communication practices and protocols, adjusting personal communication style in response to values, beliefs and cultural expectations of others

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Get the work done	2.1, 2.2, 2.4, 3.3, 4.1, 5.4	• Plans a range of routine and some non-routine tasks accepting stated goals and aiming to achieve them efficiently • Considers how others should be involved in decision-making process often using consultative and collaborative processes as an integral part of the activity • Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIL412 Participate effectively as a board member	BSBATSIL412A Participate effectively as a board member	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBATSIL412 Participate effectively as a board member

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- undertake board duties according to cultural and legal responsibilities
- actively contribute to board discussions and decision-making processes
- work collaboratively with broader community
- manage time and stress effectively to participate in board activities.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key historical events of significance to the local community
- identify code of conduct and organisational policies and procedures with regard to participation in board activities
- list provisions of relevant corporation law relating to personal responsibilities as a board member
- explain how to identify real and potential conflict of interest, and procedures to follow if these exist
- describe relevant protocols and cultural responsibilities impacting performance as a board member
- list relevant rules of the constitution
- describe sources and signs of stress and stress-management strategies
- outline stress-management strategies.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- examples of codes of conduct
- participation on an actual or simulated board.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBATSIW417 Select and use technology

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assess, use and evaluate new technologies for the benefit of the organisation.

It applies to individuals responsible for monitoring and guiding the activities of an organisation anticipating the introduction of new technologies to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Assess technology needs	1.1 Identify organisational tasks that could be helped by technology 1.2 Undertake a cost-benefit analysis 1.3 Seek independent technical advice as necessary
2 Acquire technology	2.1 Investigate costs of acquiring technology 2.2 Investigate ways of acquiring or accessing technology other than by funding 2.3 Investigate sources of funding for technology purchases and associated costs 2.4 Seek funds required for purchase of technology and associated costs
3 Ensure staff are prepared for new technology	3.1 Evaluate need for technology training 3.2 Identify suitable trainers and/or mentors to support staff to use the new technology 3.3 Ensure suitable training is provided for staff who will use new technology
4 Evaluate use of technology	4.1 Develop strategies to ensure new technology is used within the organisation 4.2 Evaluate whether technology is used effectively and meets organisational needs 4.3 Identify barriers to effective use of the technology 4.4 Develop and implement actions to address barriers to its effective use

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1-2.3, 3.1, 4.2	• Interprets textual information obtained from a range of sources and determines how content may be applied to organisational requirements
Writing	1.2, 2.1-2.3, 2.4, 4.1-4.4	• Integrates information from a number of sources and develops content that supports purposes and format of the material using

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		appropriate grammatical structure and clear, logical language
Oral Communication	1.3, 2.1-2.4, 3.2, 3.3	• Participates in verbal exchanges using clear language, suitable syntax and tone to address and disseminate information to a variety of individuals • Uses active listening and questioning to convey and clarify information
Numeracy	1.2, 2.1, 2.3, 2.4	• Interprets numerical information and makes calculations to determine cost-benefits and manage resource allocations
Interact with others	1.3, 2.4, 3.2, 3.3	• Cooperates with others as part of familiar routine activities • Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 2.1-2.3, 3.1, 3.2, 4.1-4.4	• Actively identifies systems, devices and applications with potential to meet current and or future needs • Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and evaluate alternative strategies and resources • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options and seeking input and advice from others before taking action when necessary

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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BSBATSIW417 Select and use technology	BSBATSIW417C Select and use technology	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBATSIW417 Select and use technology

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- choose appropriate technology to support the organisation's activities
- identify suitable training options to support introduction of new technology
- develop strategies to ensure technology is used effectively within the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic principles of cost-benefit analysis
- describe cultural context in which Aboriginal and Torres Strait Islander boards operate, and how that may impact selection and use of technology
- identify equipment and funding sources
- describe geographic, social, economic and political contexts in which particular organisations operate and how these may impact selection and use of technology
- list potential barriers to learning, and strategies to address these
- list relevant provisions of federal, state or territory legislation and funding body requirements that may impact purchase, use and disposal of assets
- describe range of technology options available to support organisational activities
- outline relevant protocols and cultural responsibilities when supporting members of staff
- identify strategies to evaluate the use of information technology
- describe training options available to the organisation to develop skills in use of technology.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- participation on an actual or simulated board
- examples of technology used in workplaces.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBATSIW515 Secure funding

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to locate funding sources, make submissions and lobby to maximise the organisation's chances of securing funds for its activities.

It applies to individuals responsible for monitoring and guiding the activities of the organisation and securing funding for it to be able to undertake these activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Identify and contact funding bodies	1.1 Identify and investigate mainstream and Aboriginal and Torres Strait Islander funding sources 1.2 Gather information about potential funding bodies' priorities, key areas and expected outcomes 1.3 Clearly explain organisational funding requirements to potential funding bodies
2 Prepare case for funding	2.1 Form team to oversee funding submission 2.2 Delegate tasks to staff if appropriate 2.3 Determine if consultant services should be engaged to provide technical assistance preparing case for funding 2.4 Ensure a proposal is prepared that meets funding body's objectives, criteria and submission requirements 2.5 Ensure all existing financial obligations with respect to the funding body are up-to-date
3 Promote case for funding	3.1 Use networks to lobby funding body where appropriate 3.2 Seek representation with funding body if necessary 3.3 Advise key people of progress and outcome of submission
4 Appeal if necessary	4.1 Identify relevant appeal authorities and procedures for funding bodies 4.2 Determine whether an appeal should be made if funding submission is unsuccessful 4.3 Use the appeal system if required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.4, 2.5, 4.1	• Interprets textual information obtained from a range of sources and determines how content may be applied to individual and organisational requirements
Writing	1.1-1.3, 2.4, 2.5, 3.3	• Integrates information from a number of sources and develops content that support purposes and format of the material using

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		grammatical structure and clear and logical language
Oral Communication	1.3, 2.1, 2.2, 3.1-3.3	• Participates in a variety of culturally appropriate spoken exchanges to work cooperatively with staff and key stakeholders • Applies relevant listening skills to ensure views of all relevant stakeholders are heard and treated with respect
Numeracy	1.1-1.3, 2.4, 2.5	• Selects and interprets familiar mathematical information to evaluate statistical data, financial obligations and funding requirements
Navigate the world of work	2.4, 2.5	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of wider environment
Interact with others	1.3, 2.1, 2.2, 3.1-3.3, 4.3	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience • Recognises importance of building rapport with people from diverse backgrounds to establish effective teams and other working relationships • Looks for the strengths in others and finds ways to work with and build on these, sharing own knowledge and experience freely
Get the work done	1.1, 1.2, 2.2, 2.3, 4.1-4.3	• Organises time and effort around priorities, results and realistic timeframes • Begins to recognise importance of other stakeholders throughout the planning process and is learning to clarify goals and methodology with others, maintain communication and manage expectations and understanding • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria

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		• Uses ideas proposed by others as provocations and stepping stones to new perceptions and ideas

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIW515 Secure funding	BSBATSIW515C Secure funding	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBATSIW515 Secure funding

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify funding sources
- complete funding applications
- confirm submission meets funding body's requirements
- maintain open lines of communication with relevant individuals and network to promote application for funding
- follow appeal procedures if required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline appeal procedures available if funding submission is rejected
- explain concept of community control of organisations and how it may impact the way funding is sourced and used
- describe cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that may impact the way funding is sourced and used
- list funding sources and their requirements
- identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact the way funding is sourced and used
- identify organisational policies and procedures in relation to obtaining funding
- describe relevant consultancy services to support funding submissions
- list relevant protocols and cultural responsibilities that impact how funding is sourced.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- an actual or simulated board
- examples of projects requiring funding
- the internet or other sources of information about funding bodies
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBCMM201 Communicate in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package version 1.0

Application

This unit describes the skills and knowledge required to communicate in the workplace including gathering, conveying and receiving information and completing routine written correspondence.

It applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non-verbal communication in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Communication - Interpersonal Communication

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Gather, convey and receive information and ideas	1.1 Collect information to achieve work responsibilities from appropriate sources 1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience 1.3 Use effective listening and speaking skills in verbal communication 1.4 Seek input from internal and external sources to develop and refine new ideas and approaches 1.5 Respond to instructions or enquiries promptly and in accordance with organisational requirements
2 Complete workplace documentation and correspondence	2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient 2.2 Draft and present correspondence within designated time lines 2.3 Ensure presentation of written information meets organisational standards of style, format and accuracy 2.4 Complete workplace forms and documentation in a clear, concise and easy to read format
3 Communicate in a way that responds positively to individual differences	3.1 Value all individuals and treat them with respect, courtesy and sensitivity 3.2 Take into consideration cultural differences in all verbal and non-verbal communication 3.3 Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4 Make efforts to use basic strategies to overcome language barriers 3.5 Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Learning	1.4	• Seeks advice from others to implement strategies to improve knowledge or skills
Reading	1.1, 1.4, 1.5, 2.3, 2.4	• Reviews textual information to identify and interpret communication requirements and organisational standards
Writing	1.2, 1.5, 2.1, 2.2, 2.3, 2.4	• Develops simple written texts using appropriate grammar, spelling and punctuation in accordance with organisational formats • Completes workplace forms and texts in accordance with organisational conventions and legislative requirements.
Oral Communication	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4	• Explains ideas and requirements clearly and listens carefully to verbal instructions and discussions • Asks questions to confirm understanding
Navigate the world of work	1.5, 2.3, 3.5	• Understands responsibilities of role and complies with legislative, regulatory and organisational requirements
Interact with others	1.2, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	• Recognises common cultural and other differences of people in the work context and makes adjustments to accommodate the differences • Follows accepted communication practices and protocols to assist in building and maintaining positive working relationships
Get the work done	1.1, 1.2, 1.4,1.5, 2.1-2.4	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities • Uses digital technology to find, record or communicate basic information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCMM201 Communicate in the workplace	BSBCMM201A Communicate in the workplace	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBCMM201 Communicate in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package version 1.0

Performance Evidence

Evidence of the ability to:

- communicate information and ideas verbally and non-verbally, taking cultural differences and language barriers into consideration
- produce written material, used routinely in day to day work, which is clear, concise and effectively convey the intended meaning to the recipient
- complete workplace forms
- use style, format and level of accuracy appropriate to the type of written material
- provide prompt responses to requests for information in accordance with organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify any organisational policies, plans and procedures which detail organisation's standards or protocols for workplace communication
- describe different communication styles
- outline barriers to communication.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- office equipment
- business resources

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- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBCMM401 Make a presentation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Communication - Interpersonal Communication

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness
2 Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3 Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.3, 2.2	• Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	• Develops material to convey ideas and information to target audience in an engaging way
Oral Communication	1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2	• Presents information using words and non-verbal features appropriate to the audience and context • Uses listening and questioning techniques to gather information required to develop or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	• Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • Uses the main features and functions of digital tools to complete work tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBCMM401 Make a presentation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
    - effective presentation strategies and communication principles
    - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBCOM406 Conduct work within a compliance framework

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify statutory, legislative and regulatory requirements and relate them to individual work practices to ensure ongoing adherence to the compliance framework.

It applies to individuals who to carry out work in accordance with the compliance framework applying to a particular job role, occupation or profession.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Compliance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify individual compliance requirements	1.1 Identify and document statutory, legislative and regulatory requirements relevant to job role, occupation or profession 1.2 Identify and document relevant organisational and industry requirements
2. Interpret individual compliance requirements	2.1 Map compliance requirements against individual position description and work practices 2.2 Discuss ethical considerations with relevant parties where appropriate
3. Ensure individual compliance	3.1 Consult with appropriate persons to identify procedures to be applied, contingent on the situation 3.2 Reflect on personal actions in the context of compliance requirements 3.3 Record action taken if required
4. Identify and adapt to changes in compliance requirements	4.1 Access and analyse documentation relating to changes in compliance issues 4.2 Discuss documentation with appropriate persons to ensure ongoing compliance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.2	• Reflects on own actions to improve future performance
Reading	1.1, 1.2, 4.1	• Identifies and analyses complex texts to determine key information, specific requirements and responsibilities
Writing	1.1, 1.2, 2.1, 3.3	• Collates and compiles information gathered from multiple sources in required format for using correct technical and enterprise specific language
Oral Communication	2.2, 3.1, 4.2	• Discusses compliance or ethical issues using structure and language to suit the audience

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		• Uses listening and questioning techniques to confirm understanding of compliance requirements
Navigate the world of work	2.2, 3.1, 4.1	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	2.2, 3.1, 4.2	• Selects and uses appropriate communication conventions and practices when discussing, seeking or sharing information
Get the work done	1.1, 1.2, 2.1, 3.3, 4.1, 4.2	• Takes responsibility for planning and implementing tasks required to achieve efficient and effective outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCOM406 Conduct work within a compliance framework	BSBCOM406A Conduct work within a compliance framework	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBCOM406 Conduct work within a compliance framework

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- conduct work according to relevant statutory, legislative and regulatory requirements relating to work practices
- analyse and keep up to date with compliance requirements
- map compliance requirements to work practices and position description
- seek advice and discuss ethical considerations
- reflect on personal actions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify statutory, legislative and regulatory requirements relevant to job role, occupation or profession
- outline codes of practice relevant to job role, occupation or profession
- explain organisational policies and procedures relevant to workplace
- explain individual work requirements and practices as contained in position description and occupational standards
- outline statutory requirements and codes of conduct in context of individual job role.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Regulation, licensing and risk – compliance field of work and include access to:

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- legislation, regulations and codes of conduct relevant to job role, occupation or profession
- information about relevant professional associations
- position descriptions
- organisation policies and procedures relevant to job role, occupation or profession
- case studies and, where possible, real situations.

Assessors must satisfy NVRAQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Establish contact with customers	1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements 1.2 Maintain personal dress and presentation in line with organisational requirements 1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information 1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences 1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements
2 Identify customer needs	2.1 Use appropriate questioning and active listening to determine customer needs 2.2 Assess customer needs for urgency to identify priorities for service delivery 2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s 2.4 Identify personal limitations in addressing customer needs and seek assistance from designated persons where required
3 Deliver service to customers	3.1 Provide prompt customer service to meet identified needs according to organisational requirements 3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary 3.3 Communicate with customers in a clear, concise and courteous manner 3.4 Identify opportunities to enhance the quality of service and products, and take action to improve the service whenever possible
4 Process customer feedback	4.1 Promptly recognise customer feedback and handle sensitively according to organisational and legislative requirements 4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures and legislative requirements 4.3 Identify any unmet customer needs and discuss suitability of other products/services

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	4.4 Support customers to make contact with other services according to organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	• Understands requirements in organisational policy and procedure documents • Interprets product and service information in a range of formats to provide customer advice
Writing	4.2	• Records customer information according to organisational requirements
Oral Communication	1.1, 1.3, 1.4, 1.5, 2.1-2.4, 3.2, 3.3, 4.3	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Navigate the world of work	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	• Follows organisational procedures and practices relevant to own role
Interact with others	1.1, 1.3-1.5, 2.1-2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	• Uses accepted communication practices to establish connections, build rapport and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others
Get the work done	3.2, 3.4, 4.1- 4.3	• Addresses routine problems in familiar work contexts • Recognises opportunities to enhance work practices and outcomes

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCUS201 Deliver a service to customers	BSBCUS201B Deliver a service to customers	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- greet customer and establish rapport/relationship in accordance with organisational requirements
- identify customer needs using appropriate interpersonal skills
- provide prompt service to address customer needs in accordance with organisational requirements
- identify and follow up opportunities to increase the quality of service and products
- respond to and record all customer feedback according to organisational standards, policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and briefly describe key provisions of relevant legislation from all forms of government that apply to provision of customer services
- identify and explain workplace organisational policies and procedures relating to customer service and the customer service process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment and technology
- workplace documents, organisational policies and procedures for customer service

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- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBCUS301 Deliver and monitor a service to customers

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Identify customer needs	1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations 1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements 1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection of preferred options 1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals
2 Deliver a service to customers	2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements 2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery 2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements 2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements 2.5 Identify and use available opportunities to promote and enhance services and products to customers
3 Monitor and report on service delivery	3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements 3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements 3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements 3.4 Regularly seek customer feedback and use to improve the provision of products and services 3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.2 2.1, 2.3, 2.4, 3.1, 3.5	• Comprehends textual information to determine customer service requirements • Proofreads texts for clarity of meaning and accuracy of grammar and punctuation
Writing	2.3, 3.5	• Completes responses to customer complaints in required format • Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively
Oral Communication	1.1, 1.3, 1.4, 2.2, 2.3, 2.4	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Navigate the world of work	1.2, 2.1-2.4, 3.1, 3.2	• Recognises, understands and applies organisational policies and procedures relevant to role
Interact with others	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4	• Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others
Get the work done	1.2, 2.3, 2.5, 3.1-3.5	• Plans and implements systems to gather and organise information • Monitor actions and progress against goals and implements adjustments as appropriate • Uses problem-solving skills to analyse and respond to customer complaints or enquiries • Identifies and follows up on opportunities to improve work practices and outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCUS301 Deliver and monitor a service to customers	BSBCUS301B Deliver and monitor a service to customers	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
- explain organisational policy and procedures for customer service, including handling customer complaints
- provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

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- office equipment and technology
- workplace documents, organisational policies and procedures for customer service
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBEMS401 Develop and implement business development strategies to expand client base

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement prospecting strategies to expand the client base of organisations or enterprises seeking to employ individuals.

It applies to individuals working in support roles in either a public or private employment services agency.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Recruitment and Employment Services

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Develop strategies to identify potential clients	1.1 Undertake research to identify potential clients 1.2 Develop marketing and promotional plans to target potential clients 1.3 Use prospecting methods to target potential clients 1.4 Review and evaluate strategies for effectiveness
2 Initiate relationships with potential clients	2.1 Develop communication strategies to effectively liaise with potential clients 2.2 Identify and analyse client business and legislative requirements 2.3 Discuss and negotiate client business requirements 2.4 Prepare a tender and proposal to meet negotiated client business requirements 2.5 Present organisation’s proposal to the client
3 Manage client relationship	3.1 Make follow-up contact with the client 3.2 Negotiate business requirements to ensure client satisfaction with the service to be provided 3.3 Adapt proposal to client as required 3.4 Develop contract with client
4 Utilise networks to expand client base	4.1 Review and assess established networks for effectiveness in assisting to identify potential clients 4.2 Use appropriate communication strategies to utilise networks to identify potential clients 4.3 Use networks to identify and build relationships with potential clients 4.4 Identify benefits of networks and other relationships in expanding the client base

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.2, 4.1	• Identifies and analyses information from a range of sources to identify potential clients and their requirements

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Writing	1.2, 1.4, 2.1, 2.2, 2.4, 3.3, 3.4	• Produces and amends documents in required formats using appropriate business language
Oral Communication	1.3, 2.3, 2.5, 3.1, 3.2, 3.4, 4.2	• Present ideas or persuasive arguments using vocabulary and non-verbal features appropriate to the audience • Asks questions and listens carefully to gather, interpret or evaluate information
Navigate the world of work	2.2	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 2.5, 3.1, 3.2, 3.4, 4.2-4.4	• Selects and uses appropriate conventions and protocols when communicating with others • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required • Actively seeks to establish and maintain effective business relationships with potential and current clients
Get the work done	1.1, 1.2, 1.4, 2.1	• Takes responsibility for planning and implementing tasks for efficient and effective outcomes • Uses systematic, analytical processes to evaluate information and make decisions

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBEMS401 Develop and implement business development strategies to expand client base	BSBEMS401B Develop and implement business development strategies to expand client base	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBEMS401 Develop and implement business development strategies to expand client base

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement at least one documented plan for gaining new clients
- document communication strategies to develop and maintain client relationships
- demonstrate techniques to expand a client base using client network/s.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the key provisions of relevant legislation, regulations, standards and codes of practice that affect business development strategies
- describe recruitment methods used to attract new clients
- identify the range of organisational products and services supplied by employment agencies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – recruitment and employment services field of work and include access to:

- office equipment and resources
- examples of workplace documents used in employment services agencies.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBEMS402 Develop and implement strategies to source and assess candidates

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions.

It applies to individuals working in a support role in an employment services agency.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Recruitment and Employment Services

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Develop strategies to source candidates	1.1 Undertake research to identify potential candidate channels 1.2 Identify a range of strategies to assist in sourcing candidates 1.3 Review and evaluate strategies for effectiveness 1.4 Develop advertisement copy to align with client requirements, job specifications and place accordingly to attract candidates
2 Screen and interview potential candidates	2.1 Undergo preliminary screening with candidates in a fair and equitable manner, in compliance with relevant legislation 2.2 Organise and conduct interviews and employment appraisal assessments in accordance with organisational policy and best practice 2.3 Undertake general assessment of raw skills as required, depending on the position 2.4 Obtain additional information from candidates as required
3 Assess and select candidates	3.1 Conduct assessment and selection process in accordance with organisational policy and legislative requirements, and in consultation with the client 3.2 Judge information obtained from each candidate against specified selection criteria and note any additional influencing factors 3.3 Align candidate suitability to specific client requirements and job specifications, in consultation with the client 3.4 Prepare selection recommendations for the client and document in accordance with organisational procedures
4 Manage candidate outcomes	4.1 Inform all candidates of selection decisions in a timely manner 4.2 Provide feedback to unsuccessful candidates 4.3 Provide successful candidate with briefing and coaching for interview with client 4.4 Negotiate placements with candidate and client

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.4, 2.1-2.3, 3.1-3.4	• Interprets a range of textual information from a variety of sources and analyses and reviews for compliance and suitability
Writing	1.1, 1.4, 2.1, 2.2, 3.2-3.4, 4.1-4.3	• Prepares concise notes to help synthesise information sourced during research • Produces reports and other business communication for a range of contexts and audiences using relevant language and structure
Oral Communication	2.1-2.4, 3.1, 3.3, 4.1-4.4	• Asks questions and listens carefully to gather, interpret or evaluate information • Participates in verbal exchanges using clear language and appropriate tone to provide relevant information and feedback
Navigate the world of work	1.4, 2.1, 2.2, 3.1-3.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	2.1, 2.2, 2.4, 3.1, 3.3, 4.1-4.4	• Selects and uses appropriate conventions and protocols when communicating with candidates or clients • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	1.1-1.3, 2.2-2.3, 3.2-3.4, 4.1	• Takes responsibility for planning and implementing tasks for efficient and effective outcomes • Uses systematic, analytical processes to evaluate information and make decisions

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

© Commonwealth of Australia, 2026 Future Skills Organisation

BSBEMS402 Develop and implement strategies to source and assess candidates	BSBEMS402B Develop and implement strategies to source and assess candidates	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBEMS402 Develop and implement strategies to source and assess candidates

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a written or verbal presentation on strategies for sourcing candidates
- demonstrate the process for screening and interviewing a candidate
- provide a written report or demonstration of an assessment of a candidate's skills and selection recommendation
- communicate effectively with clients and successful and unsuccessful candidates.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline economic, social and industry trends affecting employment levels
- describe the key provisions of relevant legislation, regulations, standards and codes of practice that affect employment agencies
- describe a range of interview techniques and recruitment sourcing methods
- describe the range of organisational products and services supplied by employment agencies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – recruitment and employment services field of work and include access to:

- office equipment and resources
- examples of workplace documents used in employment services agencies.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBEMS403 Develop and provide employment management services to candidates

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide employment services to candidates that assist in the retention and management of candidates by the organisation.

It applies to individuals working in an assistant capacity in either a public or private employment services agency.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Recruitment and Employment Services

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop strategies for retention of candidates	1.1 Analyse current candidate information 1.2 Identify candidate and legislative requirements 1.3 Identify a range of strategies to meet candidate and legislative requirements 1.4 Evaluate and assess products and services for candidates 1.5 Establish and implement methods of monitoring candidate retention
2 Provide advice and support to candidates	2.1 Provide services including résumé counselling and preparation 2.2 Provide career advice and counselling to candidates 2.3 Undertake candidate induction in accordance with client requirements, organisational policy and Work Health and Safety (WHS) compliance requirements 2.4 Provide advice and information on legislative industrial relations matters, WHS and employment issues to candidates
3 Provide training solutions to candidates	3.1 Identify and document candidates' training needs, including WHS 3.2 Undertake research to identify suitable training programs available to address candidates' identified training need 3.3 Provide advice to candidates on training options available 3.4 Provide relevant internal training to meet candidate requirements if required, in accordance with organisational policies and legislative requirements 3.5 Access relevant external training to meet candidates' requirements if required, in accordance with organisational policies and legislative requirements 3.6 Review implementation of client training plan with client to ensure needs are met
4 Develop strategies for ongoing management of candidates	4.1 Establish monitoring strategies to determine issues in service delivery to candidates 4.2 Provide post placement support to candidates

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	4.3 Develop strategies to evaluate the effectiveness of the employment management services 4.4 Develop and document recommendations to improve management services 4.5 Modify and/or expand management services as appropriate to incorporate recommendations

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.2, 3.4-3.6	• Interprets and analyses textual information including legislative requirements from a range of sources
Writing	3.1, 3.4, 4.3, 4.4	• Prepares concise notes based on information sourced during research • Produces reports and other business communication for a range of contexts and audiences using relevant language, tone and structure
Oral Communication	2.1-2.4, 3.3, 3.4, 4.2	• Participates in a range of verbal exchanges using clear and detailed language and appropriate tone to provide information and training • Asks questions and listens carefully to gather, interpret or evaluate information
Navigate the world of work	2.3, 2.4, 3.1, 3.4, 3.5	• Adheres to legal responsibilities and organisational policies and procedures relevant to own work • Understands the nature and purpose of own role and associated responsibilities
Interact with others	2.1-2.4, 3.3, 3.4, 4.2	• Selects and uses appropriate conventions and protocols when communicating with candidates

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		• Participates in conversations relevant to role responding, explaining and supporting as required
Get the work done	1.1-1.5, 2.1, 2. 3, 3.1, 3.2, 4.1, 4.2	• Takes responsibility for planning and implementing tasks for efficient and effective outcomes • Uses systematic, analytical processes to evaluate current practices and recommend improvements

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBEMS403 Develop and provide employment management services to candidates	BSBEMS403B Develop and provide employment management services to candidates	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBEMS403 Develop and provide employment management services to candidates

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a written report about:
    - retention development strategies
    - training and support options for candidates in accordance with legislative and organisational requirements
- communicate effectively with candidates for training, induction and professional development purposes
- identify improvements for future management services.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the key provisions of relevant legislation, regulations, standards and codes of practice that affect employment agencies
- summarise important policies and procedures relevant to retaining and managing an organisation’s candidate base
- describe the range of organisational products and services supplied to clients by employment agencies
- identify and describe a range of training options and solutions for candidates

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- identify and describe a range of techniques used in training, coaching and mentoring candidates.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – recruitment and employment services field of work and include access to:

- office equipment and resources
- examples of workplace documents used in employment services agencies.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBEMS404 Manage the recruitment process for client organisations

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement strategies to source, manage and assess candidates for placement purposes.

It applies to individuals working in a support role in either a public or private employment services agency.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Recruitment and Employment Services

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Provide advice on recruitment strategy to client	1.1 Provide advice and information to client on workforce planning and performance management systems and issues 1.2 Provide advice and information to client to assist in developing and/or evaluating a recruitment strategy and processes 1.3 Identify and determine effective and accurate performance indicators 1.4 Discuss and agree with client, recommendations for necessary assessments and profiling 1.5 Identify and analyse performance gaps as part of workforce planning 1.6 Evaluate forms, procedures and induction processes for continuous improvement
2 Determine job specifications with client	2.1 Undertake job analysis with client to determine needs and requirements for recruitment, in line with organisational recruitment strategy 2.2 Provide advice to client on issues such as salary, conditions and legislative requirements 2.3 Write clear and concise specifications which accurately reflect the job role within client's organisation, and comply with relevant legislative requirements and organisational format 2.4 Confirm specifications with appropriate personnel prior to undertaking recruitment
3 Manage recruitment process	3.1 Develop a selection plan and criteria based on the job specification, performance gaps and organisational needs, in consultation with client 3.2 Write and place recruitment advertisements in relevant media in accordance with job specifications, organisational policy and legislative requirements 3.3 Employ strategies to source potential candidates 3.4 Organise and conduct job interviews and employment appraisals in accordance with organisational policy and legislative requirements
4 Assess and select candidates	4.1Judge information obtained from each candidate against specified selection criteria and note any additional influencing factors 4.2 Conduct assessment and selection process in accordance with organisational policy and legislative requirements 4.3 Shortlist suitable candidates for client interview

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5 Refer candidates and complete placement process	5.1 Recommend candidates best suited to selection criteria to client for interview, and create and forward candidate profiles to client 5.2 Provide advice and support to candidates with résumé preparation, interview preparation and presentation to the client 5.3 Inform all candidates promptly and accurately of selection decisions 5.4 Conduct job offer to successful candidate 5.5 Complete placement follow up

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.5, 1.6, 2.1, 2.3, 3.1, 3.2, 3.4, 4.1, 4.2	• Interprets and analyses textual information from a variety of sources for relevance, suitability and compliance
Writing	1.1-1.3, 2.2-2.4, 3.1, 3.2, 4.1-4.3, 5.1-5.5	• Prepares concise notes to help synthesise information during analysis and assessment phase • Produces reports and other business communication for a range of contexts and audiences using relevant language, tone and structure
Oral Communication	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.1, 3.4, 5.2-5.4	• Uses active listening and questioning techniques to elicit and assess relevant information • Participates in a range of verbal exchanges using clear and detailed language and appropriate tone to provide relevant information, opinion and training
Navigate the world of work	2.2, 2.3, 3.2, 3.4, 4.2	• Adheres to legal responsibilities and organisational policies and procedures relevant to own work

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Interact with others	1.4, 2.2, 2.4, 3.1, 5.2-5.4	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Takes some steps to vary content, structure, style, tone and vocabulary to suit the needs of familiar audiences
Get the work done	1.1-1.6, 2.1, 2.3, 2.4, 3.1- 3.4, 4.1, 4.2, 5.1, 5.3, 5.5	• Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes • Systematically analyses information to make decisions and recommendations

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBEMS404 Manage the recruitment process for client organisations	BSBEMS404B Manage the recruitment process for client organisations	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBEMS404 Manage the recruitment process for client organisations

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package version 1.0.

Performance Evidence

Evidence of the ability to:

- produce reports containing strategic recruitment advice
- create well-developed job specifications and selection plans
- analyse, assess and select candidates for specific positions explaining reasons for preferred candidates
- communicate effectively with candidates for training and professional development purposes
- identify improvements for future management services.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the key provisions of relevant legislation, regulations, standards and codes of practice that affect employment agencies
- summarise key organisational policies and procedures affecting recruitment processes
- describe the range of organisational products and services used in recruitment processes for client organisations
- describe a range of recruitment sourcing methods, strategies and techniques
- outline a range of workforce planning and performance management systems
- summarise techniques used to assess the competency of individuals.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – recruitment and employment services field of work and include access to:

- office equipment and resources
- examples of workplace documents used in employment services agencies.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBFIA301 Maintain financial records

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Administration

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Maintain daily financial records	1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes 1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements 1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements
2 Maintain general ledger	2.1 Maintain general ledger in accordance with organisational and legislative requirements 2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements 2.3 Reconcile systems for accounts payable and receivable with general ledger 2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements
3 Monitor cash control	3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements 3.2 Make and receive payments in accordance with organisational and legislative requirements 3.3 Collect or follow up outstanding accounts within designated timelines 3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets numerical and textual information to determine and complete required activities

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Writing	1.3, 2.1-2.4, 3.1-3.4	• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material • Prepares clear and detailed information and instructions using format, structure and tone suitable to audience
Oral Communication	1.2, 3.2, 3.3	• Explains financial issues and requirements clearly, using facts and examples, and uses listening and questioning techniques to obtain sequenced instructions
Numeracy	1.1-1.3, 2.1-2.4, 3.1-3.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information
Navigate the world of work	1.1-1.3, 2.1-2.4, 3.1-3.3	• Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work
Interact with others	3.3, 3.4	• Understands the importance of using appropriate practices and protocols when handling confidential information
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Uses digital technologies to access, record, store, organise and compile data as required

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIA301 Maintain financial records	BSBFIA301A Maintain financial records	Updated to meet Standards for Training Packages Minor edits	Equivalent

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		to clarify meaning of performance criteria	

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Assessment Requirements for BSBFIA301 Maintain financial records

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping

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- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBFIA402 Report on financial activity

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of financial reports.

This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Administration

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Compile financial information and data	1.1 Collect, evaluate and code current financial data to ensure consistency, quality and accuracy in accordance with organisational requirements 1.2 Use conversion and consolidation procedures to compile analysis in accordance with organisational requirements 1.3 Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4 Ensure that discrepancies, unusual features or queries are identified, resolved or referred to the appropriate authority
2 Prepare statutory requirement reports	2.1 Correctly record income and expenditure to ensure compliance with statutory requirements 2.2 Calculate liabilities for tax in accordance with current legislation and revenue gathering practices 2.3 Correctly identify relevant receipts, revenue documentation and payments 2.4 Ensure that statements and claims take full advantage of available benefits and allowances in accordance with statutory requirements 2.5 Submit statutory requirement reports to appropriate authorities within stated deadlines
3 Provide financial business recommendations	3.1 Ensure that recommendations are logically derived and supported by evidence in report 3.2 Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3 Ensure recommendations are concise and facilitate direction and control of organisation’s operations 3.4 Identify and prioritise significant issues in statements including comparative financial performances for review and decision making 3.5 Ensure structure and format of reports are clear and conform to organisational and statutory requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 3.1-3.5	• Compares and analyses information from a range of sources varying in complexity to determine and complete financial requirements
Writing	1.1-1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.5	• Records numerical and textual information incorporating required financial language organising data in a manner that supports the format and purpose of the document
Oral Communication	1.4, 3.2, 3.3	• Presents financial issues and requirements clearly, succinctly and based on own findings using language appropriate to audience and environment • Exchanges and obtains information from others by listening and questioning
Numeracy	1.1-1.4, 2.1-2.5, 3.1, 3.4, 3.5	• Establishes criteria and categories for financial management purposes and monitors activities on a regular basis • Uses a wide range of mathematical calculations to interpret and arrange/compare numerical information in order to comply with requirements
Navigate the world of work	1.1-1.4, 2.1-2.5, 3.1, 3.3, 3.5	• Recognises, understands and applies applicable legislation, industry standards and organisational policies and procedures in the conduct of own work
Interact with others	1.4, 2.5	• Selects and uses appropriate conventions and protocols when communicating with external stakeholders to supply required information
Get the work done	1.1-1.4, 2.1, 2.2, 2.5, 3.4	• Uses formal and logical processes to plan and complete tasks, achieving timelines and organisational requirements • Uses analytical skills to identify discrepancies, attempts to resolves the issues within the context of own responsibilities and, where appropriate, consults with more experienced colleagues for assistance

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		• Uses a range of digital technologies to access, record, store, organise, compile, analyse and present complex data from multiple sources of information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIA402 Report on financial activity	BSBFIA402A Report on financial activity	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBFIA402 Report on financial activity

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- organise and present financial data including budget variances, budgets and forecasts, cash flow/profit reports, balance sheets, financial year reports, operating statements, expenditure and receipts and profit and loss statements to highlight relevant features and meet workplace requirements
- use conversion and consolidation procedures such as moving averages, standardised variables, trend analysis and unit costs
- identify, resolve or refer discrepancies such as absence of auditable trail, expenditure report mismatches, incorrect payments and unreconciled cash flows
- record income and expenditure to meet statutory requirements
- calculate liabilities for tax including completing Business Activity Statements
- provide financial business recommendations
- apply knowledge of relevant legislation and regulations
- perform double entry bookkeeping and accrual accounting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legislation, regulation and codes of practice relevant to financial operations
- describe the techniques used for forecasting and analysis
- identify the options, methods and practices for deductions, benefits and depreciations.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- examples of financial data, reports and documents
- workplace financial policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan financial management approaches	1.1 Access budget/financial plans for the work team 1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3 Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4 Prepare contingency plans in the event that initial plans need to be varied
2 Implement financial management approaches	2.1 Disseminate relevant details of the agreed budget/financial plans to team members 2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances 2.3 Determine and access resources and systems to manage financial management processes within the work team
3 Monitor and control finances	3.1 Implement processes to monitor actual expenditure and to control costs across the work team 3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4 Report on budget and expenditure in accordance with organisational protocols
4 Review and evaluate financial management processes	4.1 Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team 4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3	• Interprets and analyses information to determine activities required
Writing	1.1, 1.4, 4.1-4.3	• Records information in correct forms and prepares materials which convey detailed and factual content in accordance with internal procedures
Oral Communication	1.2, 1.3, 2.1-2.3	• Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to clarify information and to confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3	• Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Navigate the world of work	2.2, 3.3, 3.4, 4.3	• Recognises, understands and adheres to organisational requirements in undertaking own work
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 2.3, 4.2, 4.3	• Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Get the work done	1.1, 1.4, 2.3, 3.1-3.4, 4.1-4.3	• Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines • Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financiall record keeping and auditing
- describe the principles and techniques involved in managing:
    - budgeting
    - cash flows

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- electronic spreadsheets
- GST
- ledgers and financial statements
- profit and loss statements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBFIM601 Manage finances

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake budgeting, financial forecasting and reporting and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.

It applies to individuals who have managerial responsibilities which include overseeing the management of financial and other resources across a business unit, a series of business units or teams, or an organisation. It covers all areas of broad financial management. In a larger organisation this work would be supported by specialists in financial management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Management

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for financial management	1.1 Review and analyse previous financial data to establish areas which have generated a profit or loss 1.2 Undertake research to review reasons for previous profit and loss 1.3 Review business plan to establish critical dates and initiatives that will require or generate resources in the next financial cycle 1.4 Analyse cash flow trends 1.5 Review statutory requirements for compliance and liabilities for tax 1.6 Review existing software and its suitability for financial management
2 Establish budgets and allocate funds	2.1 Use previous financial data to determine allocations for resources 2.2 Make informed estimates of new items for inclusion in budget 2.3 Prepare budgets in accordance with organisational requirements and statutory requirements
3 Implement budgets	3.1 Circulate budgets and ensure managers and supervisors are clear about budgets, reporting requirements and financial delegations 3.2 Manage risks by checking there are no opportunities for misappropriation of funds and that systems are in place to properly record all financial transactions 3.3 Review profit and loss statements, cash flows and ageing summaries 3.4 Revise budgets, as required, to deal with contingencies 3.5 Maintain audit trails to ensure accurate tracking and to identify discrepancies between agreed and actual allocations 3.6 Ensure compliance with due diligence
4 Report on finances	4.1 Ensure structure and format of reports are clear and conform to organisational and statutory requirements 4.2 Identify and prioritise significant issues in statements, including comparative financial performances for review and decision making 4.3 Prepare recommendations to ensure financial viability of the organisation

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	4.4 Evaluate the effectiveness of financial management processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1-4.4	• Interprets, analyses and evaluates complex information to determine and adhere to organisational or legislative requirements and to assist with financial decision making
Writing	1.1-1.6, 2.1- 2.3, 3.1-3.5, 4.1-4.3	• Develops and records information which incorporates a detailed analysis of factual and forecasted information • Prepares documents using format, content and layout appropriate to audience, purpose and regulatory requirements
Oral Communication	3.1	• Explains financial decisions and outcomes clearly and uses listening and questioning techniques to exchange information and obtain agreement
Numeracy	1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1-4.2	• Reviews and analyses numerical data embedded in organisational documentation and legislation • Compares and contrasts complex numerical data to analyse and evaluate financial position and processes. • Uses appropriate formulae to analyse financial data to assess and manage risk and identify discrepancies
Navigate the world of work	1.5, 2.3, 3.6, 4.1	• Recognises, understands and adheres to legislative and organisational requirements in undertaking own work
Interact with others	3.1	• Selects and uses appropriate conventions and protocols when communicating with supervisors and managers to share information or seek agreement

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Get the work done	1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4	• Uses logical processes in planning, implementing and evaluating complex tasks to achieve stated goals • Uses formal analytical thinking techniques to identify issues, investigate underlying causes and generate possible solutions, seeking input from others as required • Uses a range of digital technology to access, filter, compile, integrate and logically present complex information from multiple sources • Investigates new digital technologies and applications to manage and manipulate data

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIM601 Manage finances	BSBFIM601A Manage finances	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBFIM601 Manage finances

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan for financial management
- read and review profit and loss statements, cash flows and aging summaries
- prepare, implement and revise a budget which aligns with the business plan, is based on research and analysis of previous financial data and cash flow trends, and meets all compliance requirements
- contribute to financial bids and estimates
- establish a budget and allocate funds in accordance with statutory and organisational requirements
- communicate with other people including:
    - reporting on financial activity and making recommendations
    - identifying and prioritising significant issues
    - ensuring managers and supervisors are clear about budgets.
- analyse the effectiveness of existing financial management approaches including reviewing financial management software, managing risks of misappropriation of funds, ensuring systems are in place to record all transactions, maintaining an audit trail and complying with due diligence.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the requirements for financial probity
- describe the principles of accounting and financial systems
- explain Australian, international and local legislation and conventions that are relevant to financial management in the organisation

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- outline the requirements of the Australian Tax Office, including Goods and Services Tax, Company Tax, Pay As You Go.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- financial data
- relevant legislation and Australian Tax Office requirements
- examples of business plans, profit and loss statements, cash flows and aging summaries
- organisational financial policies and procedures
- financial management software.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBFLM306 Provide workplace information and resourcing plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to support the information management system. It involves the identification, acquisition, initial analysis and use of appropriate workplace information.

It applies to individuals who use organisational and analytical skills to support business and resource planning processes. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Frontline Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Locate relevant information	1.1 Identify and locate information required by teams 1.2 Acquire and review information according to organisational procedures 1.3 Apply plans and procedures to obtain information which is not immediately available/accessible
2 Collect and report information	2.1 Collect information relevant to the needs of teams in an adequate and timely manner 2.2 Ensure information acquired is in a format suitable for analysis, interpretation and dissemination 2.3 Use information to identify and report relevant trends and developments to relevant personnel, within the limits of own role
3 Use information systems	3.1 Effectively use management information systems to store and retrieve data 3.2 Use available technology to manage information effectively 3.3 Report recommendations for improving information system to designated persons and/or groups
4 Support preparation of business plan and/or budgets	4.1 Effectively utilise the contribution of the work team when preparing business plans and/or budgets to gain support for outcomes 4.2 Present and record information to support preparation of business plans and/or budgets in accordance with organisation's guidelines and requirements 4.3 Follow contingency plans when alternative action is required
5 Support preparation of resource proposals	5.1 Consult with colleagues to collect resource planning data as required 5.2 Report estimated resource needs and usage according to organisational requirements as necessary 5.3 Facilitate resourcing within limits of own role

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 3.1, 4.2, 4.3, 5.2	• Interprets information from a range of familiar texts including organisational policies and procedures
Writing	2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.2	• Uses appropriate vocabulary and formats to achieve precise meaning in a range of documentation
Oral Communication	2.3, 3.3, 4.1, 5.1	• Provides information using terminology and style appropriate to context and audience • Uses questioning and listening techniques to exchange and clarify information
Numeracy	1.1, 1.2, 2.1-2.3, 4.1, 4.2, 5.1, 5.2	• Interprets and analyses numerical information to identify budgetary requirements
Navigate the world of work	1.2, 1.3, 4.2, 5.2	• Adheres to organisational protocols and procedures and understands the nature and purpose of own role and associated responsibilities
Interact with others	3.3, 5.1	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1-3.3, 4.1, 4.3, 5.1, 5.3	• Takes responsibility for planning and organising tasks required to achieve required outcomes • Makes routine decisions based on implementation of standard plans and procedures • Collects and analyses information efficiently to develop recommendations for improvements and perform resourcing tasks

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		• Uses digital systems and tools to access, store and retrieve data and manage information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFLM306 Provide workplace information and resourcing plans	BSBFLM306C Provide workplace information and resourcing plans	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBFLM306 Provide workplace information and resourcing plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use management information system to collect, store and retrieve data to support the preparation of business plans and/or budgets
- involve the work team in planning and budget preparation
- estimate resource needs and usage according to organisational requirements and allocating or acquiring resources within limits of own role.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe information contained in management information systems
- discuss basic financial concepts relating to operational plans and budgets
- list the main requirements of a business plan
- outline data required to prepare resource proposals
- outline methods to gain efficiencies in operational resource management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others

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- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBGOV401 Implement board member responsibilities

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake the diverse roles and responsibilities required of a board member.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Governance

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Identify business of the organisation	1.1. Ensure the history of the organisation is known and understood 1.2. List and explain the core functions of the organisation 1.3. Explain the relationship between the organisation, stakeholders and other organisations/entities
2 Monitor operations	2.1. Identify and document outcomes for each operational area 2.2. Use information provided to review effectiveness and efficiency of operations 2.3. Suggest changes to operations if necessary
3 Follow legal requirements when carrying out board duties	3.1. List and describe relevant provisions of the legislation under which the organisation operates 3.2. Adhere to relevant aspects of Corporations Law 3.3. Adhere to the constitution of the organisation 3.4. List and comply with workplace responsibilities 3.5. Comply with the terms and conditions of funding agreements
4 Monitor trends and changes in community	4.1. Attend community meetings, speaking on behalf of the board as required and delegated 4.2. Maintain information and awareness of key stakeholders and political issues 4.3. Ensure the board is informed of identified community and stakeholder needs 4.4. Review policies with changing community needs, and incorporate into operations as required
5 Receive and act on community and stakeholder feedback	5.1. Receive and document feedback from the community and stakeholders about services 5.2. Evaluate feedback 5.3. Deal with feedback in accordance with policies and procedures, and in consultation with management 5.4. Document and support decisions of management

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.2, 3.1, 4.2, 4.4, 5.3	• Interprets textual information from relevant sources to identify compliance, political climate and stakeholder awareness
Writing	1.1-1.3, 2.1, 3.1, 3.4, 4.3, 5.1, 5.4	• Completes personal notes and formal workplace documentation using clear and technically specific language for different audiences and purposes
Oral Communication	1.1-1.3, 2.1, 3.1, 3.4, 4.3, 5.1, 5.4	• Articulates information clearly using language and tone appropriate to audience and environment • Uses active listening and questioning techniques to receive feedback and confirm understanding
Navigate the world of work	2.3, 3.1-3.5, 4.2, 4.4, 5.3	• Ensures knowledge of legislative requirements and products is kept up-to-date in order to provide accurate information • Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements • Identifies issues that contravene relevant policies, procedures and legal requirements
Interact with others	4.1, 4.3, 5.1, 5.3	• Selects and uses appropriate conventions and protocols when communicating with various stakeholders and personnel in a range of work contexts • Cooperates with others and contributes to work practices where joint outcomes are expected
Get the work done	1.1, 2.1, 2.2, 5.2, 5.3	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations

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		• Contributes to continuous improvement of current work practices by analysing and evaluating feedback

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBGOV401 Implement board member responsibilities	BSBGOV401A Implement Board member responsibilities	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBGOV401 Implement board member responsibilities

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consider relevant organisational and legislative parameters when making decisions affecting organisational and operational outcomes
- stay up to date with relevant political and community issues and communicate these clearly to the board
- respond to community and stakeholder opinions in consultation with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the history of the organisation relevant to the community and location
- list and describe key provisions of relevant legislation, regulations, standards and codes of practice that affect business operations
- outline the organisational constitution, codes of conduct, functions, policies and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – governance field of work and include access to:

- participation on an actual or simulated board
- office equipment and resources
- examples of relevant issues worked with by boards of governance
- examples of relevant documents.

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Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement

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	3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees

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		• Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection

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- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies
- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop recruitment, selection and induction policies and procedures	1.1 Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2 Develop recruitment, selection and induction policies and procedures and supporting documents 1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process 1.4 Obtain support for policies and procedures from senior managers 1.5 Trial forms and documents supporting policies and procedures and make necessary adjustments 1.6 Communicate policies and procedures to relevant staff and provide training if required
2 Recruit and select staff	2.1 Determine future human resource needs in collaboration with relevant managers and sections 2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes 2.3 Provide access to training and other forms of support to all persons involved in recruitment and selection process 2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements 2.5 Utilise specialists where necessary 2.6 Ensure selection procedures are in accordance with organisational policy and legal requirements 2.7 Ensure processes for advising applicants of selection outcome are followed 2.8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions
3 Manage staff induction	3.1 Provide access to training and ongoing support for all persons engaged in staff induction 3.2 Check induction processes are followed across the organisation

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	3.3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives 3.5 Make refinements to induction policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.4, 2.6, 2.7	• Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	1.2-1.6, 2.1, 3.3-3.5	• Demonstrates clear writing skills by selecting appropriate conventions and to express precise meaning relevant to context and audience
Oral Communication	1.4, 1.6, 2.1, 2.3, 3.3, 3.4	• Draws on a repertoire of open questioning and active listening when seeking feedback from others • Uses appropriate terminology and non-verbal features to present information and clarify understanding
Numeracy	2.8	• Analyses numerical information to determine employees' remuneration packages • Makes basic calculations to ensure work output is delivered in a timely manner
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.4, 2.6	• Understands and adheres to relevant organisational policies and procedures • Develops or updates organisational policies to meet organisational objectives

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		• Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.4, 1.6, 2.1-2.3, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4	• Seeks expert advice and skills training where required • Selects appropriate mode of communication for a specific purpose relevant to own role • Uses effective communication skills to liaise with a range of people across the organisation
Get the work done	1.1-1.3, 1.5, 1.6, 2.1, 2.3, 2.7, 2.8, 3.1, 3.2, 3.3	• Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others • Monitors implementation of plans and adjusts as necessary • Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Analyses outcomes of decisions to identify improvement opportunities • Actively identifies systems, devices and applications with potential to meet current and future needs

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM506 Manage recruitment selection and induction processes	BSBHRM506A Manage recruitment selection and induction processes	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBHRM512 Develop and manage performance management processes

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and facilitate implementation of performance management processes and to coordinate individual or group learning and development to encourage effective employee performance.

This unit applies to individuals who are authorised to establish effective performance management processes for an organisation and who may have staff reporting to them.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Develop integrated performance-management processes	1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be addressed in **i**ntegrated performance-management processes 1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability 1.3 Design methods and processes for line managers to develop key performance indicators for those reporting to them 1.4 Develop organisational timeframes and processes for formal performance-management sessions 1.5 Ensure performance-management processes are flexible enough to cover the range of the organisation's **employment situations** 1.6 Consult with key stakeholders about the processes and agree on process features 1.7 Gain support for implementation of the performance-management processes
2 Facilitate the implementation of performance-management processes	2.1 Train relevant groups and individuals to monitor performance, identify **performance gaps,** provide feedback and manage talent 2.2 Work with line managers to ensure that performance is monitored regularly and that **intervention** occurs as required and complies with organisational policies and legal requirements 2.3 Support line managers to counsel and discipline employees who continually perform below standard 2.4 Articulate dispute resolution processes where necessary, mediating between line managers and employees 2.5 Provide support to terminate employees who fail to respond to interventions according to organisational protocols and legislative requirements 2.6 Ensure recorded outcomes of performance-management sessions are accessible and stored securely, according to organisational policy 2.7 Regularly evaluate and improve all aspects of performance-management processes in keeping with organisational objectives and policies

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3 Coordinate individual or group learning and development	3.1 Design and develop learning and development plans and strategies to encourage effective employee performance 3.2 Deliver learning and development plans according to agreed timeframes, ensuring achievement of specified outcomes 3.3 Contract appropriate providers for performance development, as identified by plans and according to organisational policy 3.4 Monitor learning and development activities to ensure compliance with quality assurance standards 3.5 Negotiate remedial action with providers, where necessary 3.6 Generate reports to advise appropriate managers on progress and success rates of activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Interprets and critically analyses organisational strategic and operational plans to identify relevant policies and objectives to be addressed
Writing	1.2, 1.3, 1.4, 3.1, 3.6	• Uses broad vocabulary, grammatical structure and conventions appropriate to text when developing objectives, designing methods and processes and reporting
Oral communication	1.6, 2.1, 2.2, 2.4, 3.5	• Conveys information using language, format and style appropriate to a specific audience • Uses listening and questioning to extract main ideas from oral texts or to confirm and clarify understanding
Numeracy	3.6	• Selects from, and applies, mathematical and problem solving strategies when reporting on success rates of activities

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Navigate the world of work	1.1, 1.2, 2.5, 2.6, 2.7, 3.3, 3.4	• Understands and interprets organisational policies and procedures in order to formulate processes relevant to own role requirements • Monitors adherence to legal and regulatory rights and responsibilities for self and possibly others
Interact with others	1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 3.5	• Selects and implements appropriate communication protocols to liaise with personnel in a range of work contexts • Supports line managers to achieve goals, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Negotiates with others to achieve agreeable outcomes playing an active role in facilitating consensus in contentious situations
Get the work done	1.1-1.7, 2.1-2.7, 3.2, 3.3, 3.4	• Takes responsibility for developing, implementing and monitoring processes and strategies to manage performance • Accepts responsibility for planning, scheduling and sequencing complex tasks to meet organisational and legislative requirements • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Uses digital systems and tools to store, access and organise digital information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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BSBHRM512 Develop and manage performance management processes	BSBHRM512A Develop and manage performance-management processes	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBHRM512 Develop and manage performance management processes

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop, implement, monitor and review an organisational performance management process which supports business goals including analysing the organisational strategic and operational plan
- design methods for the development of key performance indicators and formal performance management sessions by line managers
- consult with stakeholders to gain support
- design, develop, coordinate and implement individual and group learning and development
- train line managers and other relevant people to manage performance
- provide support to line managers to effectively manage performance issues, including dispute resolution and termination of employment
- develop approaches to improve performance and address identified performance gaps.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list characteristics of a learning organisation
- outline policies and legislation relevant to performance management
- summarise grievance procedures
- explain models for giving feedback and options for skill development
- describe options in the design of performance management processes
- outline role of performance management in relation to broader human resources and business objectives.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- organisational strategic and operational plans
- workplace policies and procedures
- relevant legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBHRM513 Manage workforce planning

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage planning in relation to an organisation's workforce including researching requirements, developing objectives and strategies, implementing initiatives and monitoring and evaluating trends.

It applies to individuals who are human resource managers or staff members with a role in a policy or planning unit that focuses on workforce planning.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Research workforce requirements	1.1 Review current data on staff turnover and demographics 1.2 Assess factors that may affect workforce supply 1.3 Establish the organisation's requirements for a skilled and diverse workforce
2 Develop workforce objectives and strategies	2.1 Review organisational strategy and establish aligned objectives for modification or retention of the workforce 2.2 Consider strategies to address unacceptable staff turnover, if required 2.3 Define objectives to retain required skilled labour 2.4 Define objectives for workforce diversity and cross-cultural management 2.5 Define strategies to source skilled labour 2.6 Communicate objectives and rationale to relevant stakeholders 2.7 Obtain agreement and endorsement for objectives and establish targets 2.8 Develop contingency plans to cope with extreme situations
3 Implement initiatives to support workforce planning objectives	3.1 Implement action to support agreed objectives for recruitment, training, redeployment and redundancy 3.2 Develop and implement strategies to assist workforce to deal with organisational change 3.3 Develop and implement strategies to assist in meeting the organisation's workforce diversity goals 3.4 Implement succession planning system to ensure desirable workers are developed and retained 3.5 Implement programs to ensure workplace is an employer of choice
4 Monitor and evaluate workforce trends	4.1 Review workforce plan against patterns in exiting employee and workforce changes 4.2 Monitor labour supply trends for areas of over- or under-supply in the external environment 4.3 Monitor effects of labour trends on demand for labour 4.4 Survey organisational climate to gauge worker satisfaction

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	4.5 Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends and incidents 4.6 Regularly review government policy on labour demand and supply 4.7 Evaluate effectiveness of change processes against agreed objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 4.6	• Interprets and critically analyses organisational strategy and data on staff turnover and demographics
Writing	1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 3.3, 4.5	• Uses broad vocabulary, grammatical structure and conventions appropriate to audience and context to develop strategies, plans or reports
Oral communication	2.6, 2.7	• Conveys information using language, format and style appropriate to a specific audience
Numeracy	4.2, 4.3, 4.4	• Extracts and evaluates the mathematical information and applies mathematical and problem-solving strategies when monitoring labour trends and surveying organisational climate
Navigate the world of work	2.1, 2.7, 3.2, 3.3	• Understands and interprets organisational goals r to develop processes, objectives or strategies relevant to own role requirements
Interact with others	2.6, 2.7	• Selects and implements appropriate communication protocols to liaise with personnel in a range of work contexts
Get the work done	1.1, 2.1, 2.8, 3.1 - 3.5, 4.1- 4.7	• Sequences and schedules complex activities, monitors implementation and manages relevant communication when

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		researching requirements and developing workforce objectives and strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account when assessing factors affecting workforce supply • Anticipates potential problems and uses analytical or lateral thinking processes to formulate contingency plans • Uses a range of digital tools to collect data, and to extract, organise and share information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM513 Manage workforce planning	BSBHRM513A Manage workforce planning	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBHRM513 Manage workforce planning

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- review and interpret information from a range of internal and external sources to identify:
  - current staff turnover and demographics
  - labour supply trends factors that may affect workforce supply
  - organisation's workforce requirements objectives and strategies
- manage workforce planning including developing, implementing, monitoring and reviewing strategies to meet workforce needs
- review relevant trends and supply and demand factors that will impact on an organisation's workforce
- develop a workforce plan that includes relevant research and specific strategies to ensure access to a skilled and diverse workforce.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain current information about external labour supply relevant to the specific industry or skill requirements of the organisation
- outline industrial relations relevant to the specific industry
- describe labour force analysis and forecasting techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

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- an appropriate range of documentation and resources normally used in the workplace
- organisational strategic and operational plans
- organisational policies and procedures
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBHRM602 Manage human resources strategic planning

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop, implement and maintain a strategic approach to managing human resources in an organisation ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives

It applies to individuals employed as human resource managers after a firm grounding has been established in a range of human resource activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Research planning requirements	1.1 Analyse strategic plans to determine human resource strategic direction, objectives and targets 1.2 Undertake additional environmental analysis to identify emerging practices and trends that may impact on human resource management in the organisation 1.3 Identify future labour needs, skill requirements and options for sourcing labour supply 1.4 Consider new technology and its impact on job roles and job design 1.5 Review recent and potential changes to industrial and legal requirements
2 Develop human resource strategic plan	2.1 Consult relevant managers about their human resource preferences 2.2 Agree on human resource philosophies, values and policies with relevant managers 2.3 Develop strategic objectives and targets for human resource services 2.4 Examine options for the provision of human resource services and analyse costs and benefits 2.5 Identify appropriate technology and systems to support agreed human resource programs and practices 2.6 Write a strategic human resource plan and obtain senior management support for the plan 2.7 Develop risk management plans to support the strategic human resource plan
3 Implement human resource strategic plan	3.1 Work with others to see that the plan is implemented 3.2 Monitor and review the plan 3.3 Adapt plan should circumstances change 3.4 Evaluate and review performance against plan objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.3, 1.5, 2.1-2.7, 3.2, 3.3, 3.4	• Organises, evaluates and applies content from a range of structurally complex texts relating to human resource strategic planning
Writing	1.1, 1.2, 1.3, 2.1 - 2.7, 3.3, 3.4	• Communicates complex ideas relating to strategic objectives, matching style of writing to purpose and audience
Oral Communication	2.1, 2.2, 2.6, 3.1	• Establishes and maintains complex and effective spoken communications in a broad range of contexts with relevant managers to determine resources preferences, philosophies and values.
Numeracy	1.1, 2.4, 2.6, 2.7	• Selects and interprets mathematical information that may be embedded in a range of tasks and texts to analyse costs and benefits as well as dealing with budgets and risk management plans
Navigate the world of work	1.2, 1.5	• Ensures knowledge of legislative requirements and products is kept up to date in order to provide accurate information • Develops and implements strategies that ensure organisational policies, procedures and regulatory requirements are being met
Interact with others	2.1, 2.2, 2.6, 3.1	• Selects and uses appropriate conventions and protocols when communicating with managers at various levels • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	1.1-1.4, 2.3-2.7, 3.2-3.4	• Sequences and schedules complex activities, monitors implementation and manages relevant communication when developing the strategic plan • Makes a range of critical and non-critical decisions in relatively complex situations, analysing data and taking a range of factors into account when researching planning requirements and developing the plan

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		• Gathers and analyses data and seeks feedback to improve plans and processes • Uses digital technologies to manage business operations and actively investigates new technologies for strategic and operational purposes

Range of conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Options for sourcing labour supply must include consideration of:	• employing a range of recruitment options • hiring casual labour • hiring new graduates or trainees • employing off shore workers • outsourcing • using contractors or consultants.
Human resource plan must include:	• budget • priorities • objectives • timeframes.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM602 Manage human resources strategic planning	BSBHRM602B Manage human resources strategic planning	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent

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Assessment Requirements for BSBHRM602 Manage human resources strategic planning

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of internal and external sources to determine:
  - human resource strategic direction, objectives and targets
  - trends and emerging practices that may have an impact on human resource management
  - relevant technology
  - recent and potential changes to industrial and legal requirements
  - future labour needs and skills requirements
  - options for sourcing labour
  - organisation's preferences regarding human resources
- consult and communicate effectively with relevant stakeholders to develop, implement, monitor and review a strategic human resource plan including:
  - budget
  - priorities
  - agreed objectives, targets, programs and practices based on cost-benefit analysis
  - timeframes
  - risk management
  - evaluation against objectives.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- describe human resource practices and functions
- explain the relevant legislative, regulatory and industrial requirements for the business
- outline common options for sourcing labour including:
    - recruitment options
    - casual labour
    - new graduates or trainees
    - off shore workers
    - outsourcing
    - contractors
    - consultants
- explain the impact of technology on job roles
- outline labour market options for sourcing labour supply
- describe the requirements of a strategic plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- relevant legislation, regulations and codes of practice
- the business strategic and operational plan
- workplace policies and procedures
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINM201 Process and maintain workplace information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect information	1.1 Collect information in a timely manner and ensure it is relevant to organisational needs 1.2 Use business equipment/technology available in the work area to effectively obtain information 1.3 Apply organisational requirements relating to security and confidentiality in handling information
2 Process workplace information	2.1 Use business equipment/technology to process information in accordance with organisational requirements 2.2 Process information in accordance with defined timeframes, guidelines and procedures 2.3 Update, modify and file information in accordance with organisational requirements 2.4 Collate and despatch information in accordance with specified timeframes and organisational requirements
3 Maintain information systems	3.1 Maintain information and filing systems in accordance with organisational requirements 3.2 Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements 3.3 Establish and assemble new files in accordance with organisational requirements 3.4 Update reference and index systems in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.3, 2.1-2.4, 3.4	• Records simple and routine content using an established format to organise information

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Oral Communication	1.1, 1.2	• Uses listening and questioning skills to clarify and adhere to requirements
Numeracy	2.2, 2.4, 3.4	• Comprehends basic mathematical measurements relating to times and number sequences
Navigate the world of work	1.3, 2.1, 2.3, 2.4, 3.1-3.4	• Recognises organisational procedures and understands relevance of legislative requirements
Get the work done	1.1-1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Follows clearly defined instructions and monitors own progress to achieve timelines • Solves problems directly related to tasks, and makes low-impact decisions • Uses digital technologies following instructions regarding data entry and retrieval

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM201 Process and maintain workplace information	BSBINM201A Process and maintain workplace information	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINM201 Process and maintain workplace information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and process workplace information according to organisational policies and procedures and related regulatory requirements
- record and document information accurately within expected timeframes
- store, classify and maintain documents and records correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management
- outline organisational policies and procedures relating to collecting and processing workplace information
- identify and describe organisational recordkeeping/filing systems and security procedures
- describe a range of filing systems including paper-based and software-based.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- office equipment and resources
- examples of workplace information systems.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINM301 Organise workplace information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.

It applies to individuals who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Collect and assess information	1.1 Access product and service information in accordance with organisational requirements 1.2 Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3 Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4 Use interpersonal skills to access relevant information from teams and individuals
2 Organise information	2.1 Organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2 Use appropriate technology/systems to maintain information in accordance with organisational requirements 2.3 Collate information and materials and communicate to relevant designated persons 2.4 Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5 Update and store information in accordance with organisational requirements and systems
3 Review information needs	3.1 Actively seek feedback on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2 Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3 Identify future information needs and incorporate modifications to collection processes 3.4 Document future information needs and incorporate in modifications to reporting processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 2.5, 3.2	• Recognises and assesses textual information to complete tasks according to requirements

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Writing	2.1, 2.2, 2.3, 2.5, 3.1, 3.4	• Completes workplace records, forms and documentation accurately using correct format, accurate spelling and grammar and terminology specific to requirements
Oral Communication	1.4, 2.3, 2.4, 3.1	• Elicits the view and opinions of others and obtains information by listening and questioning • Participates in a verbal exchange of ideas/solutions using clear language to contribute information and convey issues
Navigate the world of work	1.1, 2.1, 2.5	• Understands rights and responsibilities and complies with explicit policies and procedures and legal and regulatory requirements
Interact with others	1.4, 2.3, 2.4, 3.1	• Identifies and follows accepted communication practices and protocols • Complies with work instructions and contributes to work group discussions using accepted conventions
Get the work done	1.1, 1.2, 2.1, 2.2, 2.4, 3.2, 3.3	• Plans and implements routine tasks and workload making decisions about sequencing and timing • Makes low impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome • Uses digital technology to access and record information and to communicate with others

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

© Commonwealth of Australia, 2026 Future Skills Organisation

BSBINM301 Organise workplace information	BSBINM301A Organise workplace information	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINM301 Organise workplace information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- efficiently and effectively gather, assess, organise and use workplace information as part of own job role
- provide accurate information for defined purposes
- maintain and handle data and documents systematically
- use business technology to manage information
- communicate with colleagues and clients using effective interpersonal skills to obtain and check workplace information
- apply relevant legislation and regulations to workplace information
- monitor, review and modify information processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how legislation and regulations may affect the gathering organising and distribution of workplace information
- describe methods for checking validity of information and its sources
- describe organisational recordkeeping and filing systems, security procedures and safe recording practices
- identify workplace policies and procedures relating to workplace information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- business technology
- workplace policies and procedures
- relevant legislation and codes of practice
- office equipment and resources
- examples of information documents found in the workplace
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINM401 Implement workplace information system

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation's effectiveness.

It applies to individuals whose work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Identify and source information needs	1.1 Determine and locate information required by teams 1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies
2 Collect, analyse and report information	2.1 Collect information, which is adequate and relevant to the needs of teams, in a timely manner 2.2 Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3 Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3 Implement information systems	3.1 Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2 Use technology available in the work area to manage information effectively 3.3 Submit recommendations for improving the information system to designated persons and/or groups
4 Prepare for information system changes	4.1 Collect information about information system future needs in consultation with colleagues, including those who have a specialist role in resource management 4.2 Ensure estimates of information system future needs reflect the organisation's business plans, and customer and supplier requirements 4.3 Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4 Prepare team members to work with new technology and information system changes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	• Critically analyses complex documentation from a variety of sources

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		and consolidates information relating to specific criteria to determine requirements
Writing	1.2, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4	• Develops material for a specific audience using clear and detailed language in order to convey explicit information, requirements and recommendations
Oral Communication	1.1, 3.3, 4.1, 4.3, 4.4	• Uses active listening and questioning and reading of verbal and non-verbal signals to convey and clarify information and to confirm understanding
Numeracy	4.1-4.3	• Selects from and uses a variety of developing mathematical and problem solving strategies to ensure estimates of information reflect the business plan and staff requirements
Navigate the world of work	1.2	• Takes responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation
Interact with others	1.1, 3.3, 4.1, 4.3, 4.4	• Selects and uses appropriate conventions and protocols when communicating with clients and co-workers in a range of work contexts • Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Get the work done	1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical thinking • Uses familiar digital technologies and systems to access, enter, present and communicate data and information

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM401 Implement workplace information system	BSBINM401A IMPLEMENT WORKPLACE INFORMATION SYSTEM	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINM401 Implement workplace information system

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify, source and analyse information to determine
  - information system needs
  - whether it is fit for purpose
  - trends and developments
- implement and review the workplace information system
- review a workplace information system and prepare and present a submission recommending improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the information systems that are, or should be, available in the workplace
- explain the information management systems and technology typically associated with the workplace including:
  - budgets and financial management systems
  - customer information software or records
  - databases
  - personal digital assistant (PDA)
  - product and service information
  - project management software
  - record management systems
  - spreadsheets.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- business technology
- a workplace information system
- workplace policies and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINM601 Manage knowledge and information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and maintain information processing systems to support decision making; and to optimise the use of knowledge and learning throughout the organisation.

It applies to individuals who are responsible for ensuring that critical knowledge and information are readily available to review the organisation's performance and to ensure its effective functioning. It applies to a wide range of knowledge and information such as business performance data, customer feedback, statistical data and financial data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Obtain information relevant to business issues	1.1 Review staff and customer feedback and business performance data 1.2 Identify, define and analyse business problems and issues 1.3 Identify information required to reach a decision on problems/issues 1.4 Source and gather reliable information 1.5 Test information for reliability and validity and reject where contradictory or ambiguous 1.6 Utilise formal and informal networks to access corporate knowledge/memory not held in formal systems and review appropriately
2 Analyse information and knowledge	2.1 Ensure objectives for analyses are clear, relevant and consistent with the decisions required 2.2 Identify patterns and emerging trends correctly and interpret as to cause and effect 2.3 Utilise statistical analyses and interpretation where appropriate 2.4 Undertake sensitivity analysis on any proposed options 2.5 Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn 2.6 Adjust management information systems/decision support systems to meet information processing objectives
3 Take decisions on business issues identified	3.1 Ensure sufficient valid and reliable information/evidence is available to support a decision 3.2 Utilise risk management plans to determine acceptable courses of action 3.3 Utilise appropriate quantitative methods to assist decision making 3.4 Consult specialists and other relevant groups and individuals 3.5 Ensure decisions taken are within the delegation/accountability of the group/individual responsible 3.6 Make decisions in accordance with organisational guidelines and procedures 3.7 Ensure decisions taken are consistent with organisational objectives, values and standards

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	3.8 Ensure decisions are taken in a timely manner
4 Disseminate information to the organisation	4.1 Ensure advice/information needs are documented and are specific to location, format and time line requirements 4.2 Document information and update databases regularly 4.3 Design and test systems to meet information requirements of decision makers 4.4 Ensure information is up-to-date, accurate, relevant and sufficient for the recipient 4.5 Develop communication plans and disseminate information 4.6 Adhere to confidentiality/privacy policies in the transmission/release of information/advice 4.7 Review and update communication plans regularly 4.8 Utilise technology which provides optimum efficiency and quality 4.9 Maintain corporate knowledge and ensure security

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.1-2.6, 3.1, 3.2, 3.3, 4.1-4.9	• Organises, evaluates and critiques ideas and information from a wide range of complex texts. • Draws on a broad range of strategies to build and maintain understanding throughout complex texts.
Writing	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.9	• Generates complex written texts, demonstrating control over a broad range of writing styles and purpose • Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning
Oral Communication	1.6, 3.4, 4.5	• Encourages discussions and applies appropriate listening and questioning techniques while consulting with

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		specialists and other relevant personnel • Presents complex information in formal situations using language, tone and pace appropriate for the audience and purpose
Numeracy	1.1, 1.2, 1.5, 2.2-2.4, 3.1, 3.3, 4.3	• Uses highly-developed numeracy skills to interpret complex statistical and researched information, performing calculations on data to render it usable and reportable
Navigate the world of work	2.6, 3.6, 3.7	• Works autonomously making high level decisions to achieve and improve organisational goals • Takes a lead role in the development of organisational goals, roles and responsibilities • Develops and implements strategies that ensures organisational policies, procedures and regulatory requirements are being met • Monitors and reviews the organisations policies, procedures and adherence to legislative requirements in order to implement and manage change
Interact with others	1.6, 3.4, 4.5, 4.6	• Uses a variety of relevant communication tools and strategies to access and share information and to build and maintain effective working relationships
Get the work done	1.1-1.5, 2.1, 2.2, 2.4-2.6, 3.1-3.3, 3.6-3.8, 4.1, 4.3-4.5, 4.7, 4.8, 4.9	• Plans and manages activities with implications for the whole organisation • Gathers and analyses data and seeks feedback to improve plans and processes • Makes high impact decisions, analysing input from a range of sources and, where appropriate, drawing on experience

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		• Explores new and innovative ideas through analysis and critical thinking • Uses digital technologies to manage business operations and actively investigates new technologies for strategic and operational purposes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM601 Manage knowledge and information	BSBINM601A Manage knowledge and information	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINM601 Manage knowledge and information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- source and analyse information for business decisions including:
  - identifying business problems and issues and related knowledge and data requirements
  - confirming the clear and relevant objectives for analysis of information
  - applying statistical analysis, sensitivity analysis and other techniques to draw conclusions relevant to decisions
  - ensuring sufficient valid and reliable information or evidence is available to support decisions
  - using formal and informal networks to source information not held in formal systems
  - identifying and accessing sources of reliable information
  - using technology as appropriate
  - consultation with stakeholders and specialists
- contribute information and the outcomes of analysis to decision making
- disseminate information to relevant groups and individuals including:
  - documenting information and updating databases
  - meeting identified needs of recipients
  - adhering to legal and organisational requirements for privacy and security
  - developing and implementing communication plans
- design, test and adjust information systems to meet needs and objectives including:
  - management information systems and decision support systems
  - use of technology for optimum efficiency and quality
  - storage and retrieval of information.

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Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of existing and emerging technologies and how they can be used in knowledge and information management
- explain statistical analysis and other quantitative methods commonly used in decision making including several of:
    - correlation calculations
    - long-term trend analyses
    - probability assessment
    - regulation analyses
    - short to medium-term trend analyses
    - dynamic programming
    - linear programming
    - queuing theory
    - simulation
    - transportation methodology
- outline the key features of management information systems and decision support systems
- explain how to utilise risk management plans to determine acceptable courses of action.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- relevant technology and equipment
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas 1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way

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	4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 4.2	• Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	2.2, 3.3, 4.4	• Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning • Uses clear language to clarify rules and roles relating to team activities in formal and informal situations
Numeracy	1.2, 4.2	• Interprets numeric information relevant to team activities
Navigate the world of work	1.1, 3.1, 3.2, 3.5	• Understands the nature and purpose of own role and how it affects others in the work context
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	• Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members • Recognises the importance of establishing and building effective working relationships

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		• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	• Plans, sequences and prioritises tasks for efficient and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others • Reflects on outcomes and further explores own and the team's role in implementing innovation

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
  - modelling open and respectful communications
  - contributing to the make-up and rules of the team
  - planning and scheduling of activities
  - reflecting on activities, feedback and challenges to identity improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
  - team characteristics
  - the role of group dynamics and diversity
  - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
  - allocation of time and activities
  - modelling behaviour

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- rewards and recognition
- communications
- feedback.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINN502 Build and sustain an innovative work environment

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create an environment that enables and supports the application of innovative practice focusing on a holistic approach to the integration of innovation across all areas of work practice.

It applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals. The work group could be permanent or temporary in nature.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Lead innovation by example	1.1 Make innovation an integral part of leadership and management activities 1.2 Demonstrate positive reception of ideas from others and provide constructive advice 1.3 Establish and maintain relationships based on mutual respect and trust 1.4 Take considered risks to open up opportunities for innovation 1.5 Regularly evaluate own approaches for consistency with the wider organisational or project context
2 Establish work practices that support innovation	2.1 Consult on and establish working conditions that reflect and encourage innovative practice 2.2 Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas 2.3 Facilitate and participate in collaborative work arrangements to foster innovation 2.4 Build and lead teams to work in ways that maximise opportunities for innovation
3 Promote innovation	3.1 Acknowledge suggestions, improvements and innovations from all colleagues 3.2 Find appropriate ways of celebrating and promoting innovation 3.3 Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4 Promote and support the evaluation of innovative ideas within the wider organisational or project context
4 Create a physical environment which supports innovation	4.1 Evaluate the impact of the physical environment in relation to innovation 4.2 Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3 Consider potential for supporting innovation when selecting physical resources and equipment 4.4 Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships

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5 Provide learning opportunities	5.1 Pro-actively share relevant information, knowledge and skills with colleagues 5.2 Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation 5.3 Create opportunities in which individuals can learn from the experience of others

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.5, 2.2, 4.1, 5.1	• Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context
Writing	3.3, 3.4, 5.1	• Develops information for others using language to suit the context and audience
Oral Communication	1.2, 2.1, 2.3, 3.1, 3.3, 3.4, 5.1	• Presents ideas and concepts to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to discuss and clarify information and to confirm understanding
Navigate the world of work	1.1, 1.5, 2.1, 2.2, 3.3, 5.1, 5.2	• Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role requirements • Stays up to date with professional development options to provide relevant information to staff
Interact with others	1.2, 1.3, 2.3, 2.4, 3.1-3.4, 4.2, 5.1, 5.3	• Uses appropriate communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts • Uses inclusive and collaborative techniques to share, promote and convey

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		complex information about new ideas and systems within the workplace
Get the work done	1.1, 1.4, 1.5, 2.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.2, 5.3	• Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs • Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking • Facilitates a climate where people feel comfortable suggesting and discussing improvements or new ideas • Uses problem solving processes to identify, assess and respond to challenges and risks around innovation

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINN502 Build and sustain an innovative work environment	BSBINN502A Build and sustain an innovative work environment	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINN502 Build and sustain an innovative work environment

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to maximise opportunities for innovation by:

- establishing procedures and practices that foster innovation including:
  - collaborative work arrangements
  - building team capacity to contribute to innovation
  - providing formal and informal learning opportunities
  - evaluating ideas
  - celebration and promotion of innovation
  - consultation
  - respectful communications and sharing of ideas and feedback
- reinforcing the value of innovation to the vision and objectives of the organisation,
- model ling behaviour including being receptive to ideas, giving constructive advice, evaluating own work, establishing and maintaining relationships based on mutual respect and trust, taking considered risks that provide opportunities for innovation
- evaluating how the physical environment can be enhanced to support innovation and collaboration and collaborating on ideas to make improvements including in the selection of physical resources and equipment, and the design, fit-out and decoration of the workspaces
- making changes to a workspace that will encourage innovation in at least one of
  - design
  - fit-out
  - decoration.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the concepts and theories of innovation and how these link to innovation in practice
- explain the context for innovation in the workplace including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- discuss the factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- research the legislative framework that impacts on operations in the relevant workplace context
- explain how different approaches to management and leadership can support or hinder innovation
- discuss typical challenges and barriers to innovation within teams and organisations and ways of overcoming these including rewarding and celebrating innovation, coaching and learning, modelling behaviour and managing the physical environment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINN601 Lead and manage organisational change

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to determine strategic change requirements and opportunities; and to develop, implement and evaluate change management strategies.

It applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area.

The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify change requirements and opportunities	1.1 Identify strategic change needs through an analysis of organisational objectives 1.2 Review existing policies and practices against strategic objectives to identify where changes are required 1.3 Monitor the external environment to identify events or trends that impact on the achievement of organisational objectives 1.4 Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions 1.5 Review and prioritise change requirements or opportunities with relevant managers 1.6 Consult stakeholders, specialists and experts to assist in the identification of major change requirements and opportunities
2 Develop change management strategy	2.1 Undertake cost-benefit analysis for high priority change requirements and opportunities 2.2 Undertake risk analysis and apply problem solving and innovation skills to identify barriers to change and agree and record mitigation strategies 2.3 Develop change management project plan 2.4 Obtain approvals from relevant authorities to confirm the change management process 2.5 Assign resources to the project and agree reporting protocols with relevant managers
3 Implement change management strategy	3.1 Develop communication or education plan, in consultation with relevant groups and individuals, to promote the benefits of the change to the organisation and to minimise loss 3.2 Arrange and manage activities to deliver the communication or education plans to relevant groups and individuals 3.3 Consult with relevant groups and individuals for input into the change process 3.4 Identify and respond to barriers to the change according to risk management plans 3.5 Action interventions and activities set out in project plan according to project timetable 3.6 Activate strategies for embedding the change

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	3.7 Conduct regular evaluation and review and modify project plan where appropriate to achieve change program objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2	• Interprets detailed information that may deal with complex ideas related to issues both within and outside the workplace context
Writing	2.1, 2.2, 2.3, 2.4, 3.1	• Uses clear and precise language to develop information about objectives, requirements, activities and recommendations • Develops complex plans and strategies in appropriate format for the audience and purpose
Oral Communication	1.6, 2.2, 2.4, 2.5, 3.3	• Discusses and seeks information using appropriate structure and language for the particular audience • Uses questioning and active listening to clarify or confirm understanding
Numeracy	2.1, 2.3, 2.3	• Interprets, analyses and presents numeric/financial information in complex documents
Navigate the world of work	1.1-1.6, 2.4, 2.5, 3.1, 3.2	• Takes a lead role in the development of organisational strategic goals and associated roles and responsibilities
Interact with others	1.5, 1.6, 2.4, 2.5, 3.1-3.3	• Uses a variety of communication tools and strategies to build and maintain effective working relationships • Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2, 3.4-3.7	• Plans, organises and implements activities required to achieve strategic priorities and outcomes, including consulting with others

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		and sequencing events to minimise uncertainty for staff • Uses problem-solving skills to identify and analyse issues or barriers, and develop responses • Develops new and innovative ideas through exploration and lateral thinking

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINN601 Lead and manage organisational change	BSBINN601B Manage organisational change	Updated to meet Standards for Training Packages Edits to clarify intent of Performance Criteria Title change	Equivalent

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Assessment Requirements for BSBINN601 Lead and manage organisational change

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and interpret information about the organisation's internal and external environment and consult with stakeholders to identify requirements and opportunities for changes that support organisational objectives
- prioritise opportunities for changes with input from managers
- develop a change management project plan for the priority changes incorporating resource requirements, risk management and timelines
- develop strategies to communicate or educate the changes and embed them
- obtain approvals and agree reporting protocols with relevant managers and implement the plan including addressing barriers to change
- review and evaluate the change management project plan and modify as needed to achieve objectives.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the change management process or cycle and strategies for communicating and embedding change
- explain how organisational behaviour and the external environment can impact on change strategies
- describe the components of a change management project plan
- list potential barriers to change and explain possible strategies to address barriers.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documentation and resources
- office equipment, materials and software packages
- case studies or, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBINN801 Lead innovative thinking and practice

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice.

It applies to individuals who initiate and lead innovation in any industry or community context. Each organisation's thinking and practice will be different depending on its core business, purpose, size, complexity and broader operating context.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Generate innovative thinking and creativity	1.1 Research and use a range of techniques and tools to generate new ideas and thinking 1.2 Research and analyse trends shaping organisation's current and future thinking and practice 1.3 Introduce and promote creative thinking techniques to foster personal and team innovation 1.4 Evaluate overall context for individual and collective innovative thinking and creativity 1.5 Research and analyse specific conditions for innovation and issues that impact on individual and collective innovative thinking and creativity 1.6 Research and review innovation drivers and enablers
2 Lead innovative practices	2.1 Develop personal leadership style to model positive innovative thinking and practice 2.2 Review, challenge and refine own style and practice in relation to modelling and supporting innovation 2.3 Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved 2.4 Devise and implement most appropriate means to promote knowledge transfer 2.5 Identify, evaluate and manage risks associated with innovation within an organisation
3 Generate and support a culture of innovation	3.1 Introduce and promote innovative practices, processes, products or services appropriate to audience and organisational requirements 3.2 Establish ways to capture, communicate and share innovative ideas and practices 3.3 Initiate and foster communication, consultation and team development approaches that support innovation 3.4 Identify, assess and provide adequate resources for innovation to occur 3.5 Develop and apply strategies to foster a workplace culture capable of encouraging innovation 3.6 Establish mechanisms at system and process level that can support innovation
4 Sustain innovative thinking and practice	4.1 Develop strategies to make innovation an integral part of organisational activity

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	4.2 Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice 4.3 Analyse potential barriers and risks to innovation and devise strategies to respond 4.4 Analyse and reflect on innovation performance as a basis for developing strategies for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1, 2.2, 4.4	• Evaluates and reflects on personal effectiveness to develop strategies to enhance own performance
Reading	1.1, 1.2, 1.5, 1.6	• Identifies, analyses, interprets and evaluates visual and textual information from a range of sources to identify innovation strategies, practices and trends
Writing	1.1, 1.2, 1.5, 1.6, 3.2	• Uses clear and precise language to document research findings for reference purposes • Develops complex plans, strategies and systems to integrate innovation into the organisation using appropriate formats for the audience and purpose
Oral Communication	1.3, 3.2, 3.3, 3.5	• Discusses, presents and seeks information using appropriate structure and language for the particular audience • Uses questioning and active listening to encourage discussion and to clarify or confirm understanding
Numeracy	1.1, 1.2, 1.5, 1.6, 3.2	• Interprets, analyses and presents numeric/financial information in complex documents

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Navigate the world of work	2.1, 2.2, 2.3, 2.5, 3.1, 3.5, 4.1	• Understands how own role meshes with others and contributes to broader work goals • Leads in the development of strategies to integrate innovative practices into the organisation
Interact with others	1.3, 3.2, 3.3, 3.5	• Uses a variety of relevant communication tools and strategies to build and maintain effective working relationships • Uses inclusive and collaborative techniques to communicate, negotiate and consult effectively with a range of stakeholders • Actively seeks the perspectives of others as part of work role
Get the work done	1.1,1.2, 1.3-1.6, 2.3-2.5, 3.2-3.6, 4.1-4.4	• Plans, develops, implements and monitors practical strategies to introduce and support innovation in the workplace • Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking • Uses formal analytical and lateral thinking techniques to identify issues, generate and evaluate possible solutions, and select most appropriate option

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINN801 Lead innovative thinking and practice	BSBINN801A Lead innovative thinking and practice	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBINN801 Lead innovative thinking and practice

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use various techniques and tools to stimulate creative or innovative thinking
- research, review and critically analyse trends in thinking and emerging practices as they relate to an organisation's current thinking and practices
- develop own capacity to lead innovative thinking and practice in an organisational context
- complete a workplace project or case study to demonstrate a comprehensive understanding and application of key concepts, current theories and processes for introducing, communicating, promoting, supporting and sustaining innovative thinking and practices in an organisational context.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare and contrast current and past theories and thinking about innovation
- explain how theory and thinking on innovation and creativity can contribute to applied practice
- discuss the impact of leadership style on innovation in organisations, including how specific approaches may encourage or inhibit innovation
- discuss the relevance of organisational and industry context on innovation
- analyse the internal and external conditions or factors that impact on organisational innovation
- outline strategies for identifying, assessing and managing risks associated with innovation
- provide examples of innovation drivers in an organisation

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- provide examples of innovation enablers in an organisation
- list and describe mechanisms at system or process level that can support innovative practices
- discuss typical challenges and barriers to innovation within an organisation and ways of overcoming these challenges and barriers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation field of work and include access to:

- workplace documentation and resources
- office equipment and materials
- case studies or, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBIPR401 Use and respect copyright

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to use and respect copyright. It covers maintaining control over the copyright owner's work, commercialising copyright material, preventing the unauthorised use of an original work and using other party's original work legitimately.

It applies to people who may be authors, creators or other owners of works covered by copyright. It also applies to employees who have a role in ensuring that their organisation's copyright is protected and/or that their organisation uses others' copyright appropriately to benefit the organisation without infringing the rights of copyright owners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Intellectual Property

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify extent of copyright protection for original works	1.1 Research copyright and its application to original works 1.2 Identify legislative requirements governing copyright 1.3 Determine the copyright owner of original works within or used by the organisation 1.4 Research the rights of the copyright owner, including moral rights 1.5 Determine whether a copyright notice is required 1.6 Identify sources of information and advice regarding copyright issues and use copyright professionals where required
2. Ensure that copyright protection is effective when using original works	2.1 Identify material within the organisation that may attract copyright 2.2 Identify and review organisation policies and procedures to ensure that own and others' original works are protected against direct or indirect infringement of copyright 2.3 Implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others 2.4 Provide advice to relevant personnel about the legal and economic implications of copyright infringement 2.5 Evaluate and make recommendations for the commercialisation potential of copyright material 2.6 Research issues that need to be considered when licensing or selling copyright rights, including the use of copyright collection societies
3. Monitor policies and procedures for use of own copyright materials by other parties	3.1 Monitor policies and procedures to ensure that the organisation's copyright is respected locally and internationally 3.2 Create and maintain documentation in relation to copyright agreements where established 3.3 Implement procedures to limit or deter infringement of organisation's copyright and/or encourage the proper use of the organisation's copyright

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	3.4 Make recommendations to appropriate personnel when real or potential infringements of organisation's copyright may require further action
4. Monitor policies and procedures for legitimate use of others' copyright materials	4.1 Research when permission is needed to use copyright material belonging to others 4.2 Advise appropriate personnel about restrictions on and licensing requirements for the use of others' copyright material, and implement training if required 4.3 Advise appropriate personnel of legislative exceptions that allow use of copyright material without permission 4.4 Monitor policies and procedures covering organisational use of others' copyright material to ensure it is to the benefit of the organisation 4.5 Monitor organisational use of others' copyright material to reduce the risk of infringement 4.6 Take action to minimise damage if infringement of others' copyright material occurs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.2, 2.6, 3.1, 4.1, 4.4	• Researches and analyses complex texts, including legislation, to identify relevant information • Monitors and reviews organisational policies and procedures to ensure compliance with legislative requirements
Writing	1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 2.6, 3.2, 3.4, 4.1, 4.3	• Summarises research findings relevant to the organisation • Records and maintains copyright documentation according to organisational and legislative requirements • Reviews and updates organisational policies and procedures to ensure

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		compliance with legislative requirements
Oral Communication	1.3, 1.6, 2.4, 2.5, 3.4, 4.2, 4.3	• Provides advice using language and terminology appropriate to audience • Obtains information from others by listening and questioning
Navigate the world of work	1.2, 2.2, 2.3, 3.1, 3.3, 4.4	• Identifies and complies with legislative requirements associated with own role • Implements, monitors and reviews policies and procedures to ensure organisational compliance with legislative requirements
Interact with others	1.3, 1.6, 2.4, 2.5, 3.4, 4.2, 4.3	• Follows accepted communication practices when seeking or providing advice about intellectual property
Get the work done	1.1-1.6, 2.1-2.3, 2.5, 2.6, 3.1-3.4, 4.1, 4.4-4.6	• Plans, organises and implements tasks needed to ensure compliance with organisational and legislative requirements • Systematically gathers and analyses information to decide on action needed to prevent or address copyright infringements • Uses digital technologies or tools to access and record information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBIPR401 Use and respect copyright	BSBIPR401A Use and respect copyright	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBIPR401 Use and respect copyright

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- review and interpret information to determine how copyright applies in the organisation
- implement and review organisational policies and procedures to ensure that own and others' original works are protected
- recommend actions to address risks and infringements
- communicate advice or recommendations about copyright to a range of stakeholders
- identify the need for training on copyright and implement training as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative framework for copyright and its application to the organisation
- list and describe the types of works that attract copyright
- identify sources of information and advice on copyright
- explain methods to limit or deter unauthorised use of copyright material
- explain direct and indirect infringement
- give examples of action to take if infringement occurs
- give examples of when authorisation for use of copyright material is needed and how to obtain it
- outline different types of licenses and how they apply to the organisation
- outline options for commercialisation of copyright and potential benefits for the organisation.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – intellectual property field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBITS401 Maintain business technology

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

It applies to individuals with a broad knowledge of business technology who may be required to contribute well-developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Support

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain performance of hardware and software	1.1 Monitor and evaluate system effectiveness to ensure it meets organisational and system requirements 1.2 Use operating system, drive and disk structure, reports and files to identify performance problems 1.3 Maintain disk drives and peripherals according to manufacturers' and organisational requirements 1.4 Replace consumables in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1 Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2 Install and operate software applications in accordance with developers' and organisational requirements 2.3 Maintain and update security access procedures in line with organisational requirements 2.4 Ensure that licences for use of software are used, checked and recorded in accordance with organisational requirements 2.5 Regularly maintain and update virus programs in accordance with organisational requirements
3. Identify future technology requirements	3.1 Maintain knowledge of current and new technology by regularly accessing sources of information 3.2 Identify and develop improved technology systems using feedback from clients and colleagues 3.3 Assess existing technology against newly available technology to determine future needs and priorities 3.4 Identify and select new technologies to achieve and maintain continuous organisational development 3.5 Obtain management and budget approval for new selected technologies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 3.1-3.4	• Gathers, analyses and interprets a range of textual information from a variety of sources and identifies relevant information
Writing	2.3, 2.4, 3.5	• Produces texts of varying complexity using appropriate language and logical structure to record and convey information
Navigate the world of work	1.1, 1.3, 1.4, 2.1-2.5	• Complies with organisational policies and legal responsibilities related to own work
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.5	• Plans, implements and monitors tasks required to achieve required outcomes • Takes responsibility for the outcomes of routine decisions directly related to own role • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts • Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks • Identifies innovations by monitoring trends from other contexts

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITS401 Maintain business technology	BSBITS401B Maintain business technology	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBITS401 Maintain business technology

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- install software and hardware and maintain performance according to manufacturers' and organisational requirements
- organise and access software, materials and consumables
- maintain and update technology and security systems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the costs and benefits of technology maintenance
- describe the general features and capabilities of current industry-accepted hardware and software products
- explain the importance of:
    - back-up and security procedures
    - maintenance and diagnostic procedures
    - licensing, installation and purchasing procedures.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT support field of work and include access to:

- case studies and, where possible, real situations
- office equipment and resources
- examples of technology maintenance and security procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBITU306 Design and produce business documents

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and prepare resources	1.1 Select and use appropriate technology and software applications to produce required business documents 1.2 Select layout and style of publication according to information and organisational requirements 1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4 Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1 Identify, open and generate files and records according to task and organisational requirements 2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information 2.3 Use a range of functions to ensure consistency of design and layout 2.4 Operate input devices within designated requirements
3. Produce document	3.1 Complete document production within designated timelines according to organisational requirements 3.2 Check document produced to ensure it meets task requirements for style and layout 3.3 Store document appropriately and save document to avoid loss of data 3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output 4.2 Make any modifications to document to meet requirements 4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage 4.4 Print and present document according to requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance**	**Description**

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	Criteria	
Reading	2.1, 2.2, 3.2, 3.4, 4.1	• Recognises and interprets textual information from a range of sources to determine and adhere to requirements • Applies strategies to self-correct and verify clarity and conformity of information
Writing	2.2, 2.3, 3.1, 4.2, 4.3	• Develops documents using required format, accurate spelling and grammar and terminology specific to requirements • Organises content to support purposes and audience of material, using clear and logical language
Oral Communication	1.4	• Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques
Navigate the world of work	1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.4	• Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4	• Uses basic features and functions within applications to access, store, organise data and perform routine work tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU306 Design and produce business documents	BSBITU306A Design and produce business documents	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBITU306 Design and produce business documents

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify appropriate technology for production requirements

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- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLDR402 Lead effective workplace relationships

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

This unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context.

At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect, analyse and communicate information and ideas	1.1 Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance 1.2 Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3 Lead consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4 Seek and value contributions from internal and external sources in developing and refining new ideas and approaches 1.5 Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required
2. Develop trust and confidence as leader	2.1 Treat all internal and external contacts with integrity, respect and empathy 2.2 Use the organisation's social, ethical and business standards to develop and maintain effective relationships 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5 Lead and encourage other members of the work team to follow examples set according to organisation's policies and procedures
3. Develop and maintain networks and relationships	3.1 Use networks to identify and build relationships 3.2 Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1 Identify and analyse difficulties and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2 Guide and support colleagues to resolve work difficulties 4.3 Regularly review and improve workplace outcomes in consultation with relevant personnel 4.4 Manage poor work performance within the organisation's processes

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	4.5 Manage conflict constructively within the organisation's processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies
Oral Communication	1.2, 1.3, 2.4, 2.5, 4.2	• Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements
Navigate the world of work	2.2, 2.5, 4.1, 4.4, 4.5	• Recognises and follows legislative and organisational requirements relevant to own role
Interact with others	1.1-1.4, 2.1, 2.3, 2.5, 3.1, 3.2, 4.2, 4.5	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1, 1.5, 4.1, 4.3	• Plans and implements activities and processes to manage and review work performance • Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR402 Lead effective workplace relationships	BSBWOR401A Establish effective workplace relationships	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBLDR402 Lead effective workplace relationships

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
    - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
    - forge effective relationships with internal and/or external people and help to maintain these networks
    - encourage participation and foster contribution of and respect for ideas and feedback
    - provide support to colleagues to resolve difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of how work relationships, and the cultural and social environment, can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team including interpersonal styles, communications, consultation, cultural and social sensitivity, networking

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- explain the impact of legislation and organisational policies on workplace relationships
- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods
- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent

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Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation

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- problem solving
- planning
- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLDR801 Lead personal and strategic transformation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to analyse and improve personal leadership style and professional competence and to lead organisational transformation and learning for strategic outcomes.

It covers leading transformational practices, cultivating collaborative practices, completing ongoing professional development and providing strategic leadership in a dynamic context.

It applies to those who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Reflect on personal efficacy	1.1 Identify and apply strategies to create a climate that encourages and allows for the receiving and giving of constructive feedback 1.2 Regularly review own performance in terms of personal efficacy, personal competence and attainment of professional competence outcomes and personal development objectives and priorities 1.3 Review own capacity as a role model in terms of ability to build trust, confidence and respect of diverse groups and relevant individuals 1.4 Evaluate personal effectiveness in building an effective organisational and workplace culture 1.5 Analyse and evaluate personal effectiveness in developing the competence required to achieve operational accountabilities and responsibilities
2. Lead in a transformational manner	2.1 Apply transformational and transactional leadership practices 2.2 Demonstrate empathy in personal communication, relationships and day to day leadership role 2.3 Lead consistently in an inclusive manner that is respectful of individual differences 2.4 Monitor and regulate own potentially disruptive emotions and impulses 2.5 Manage work based relationships effectively 2.6 Integrate own emotions with cognitions in personal leadership style 2.7 Evaluate personal leadership style and adjust for different contexts
3. Model and cultivate collaborative thinking	3.1 Apply judgement, intelligence and common sense when undertaking day to day leadership role 3.2 Analyse relevant legislation, information and intelligence sources when evaluating business opportunities 3.3 Draw upon personal expertise of self and relevant individuals to achieve strategic results 3.4 Seek and encourage contributions from relevant individuals

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	3.5 Model and encourage collaborative communication and learning approaches in the workplace 3.6 Cultivate existing and new collaborative and participative work relationships
4. Provide strategic leadership during change processes	4.1 Positively convey organisational direction and values to relevant individuals and relevant stakeholders 4.2 Analyse the impact and role of leadership during organisational change 4.3 Analyse and confirm capacity and competence of relevant individuals to contribute to change processes and plans 4.4 Develop learning and communication solutions to address problems and risks arising for individuals during organisational change 4.5 Identify leadership styles and develop approaches to best respond to the impact of change on people and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.2	• Develops insights from previous experience to improve personal performance
Reading	1.1, 1.2, 3.2, 4.5	• Sources, evaluates and critiques ideas and information from a range of complex texts to assist with decisions, choices and to manage organisational requirements
Writing	1.1, 1.5, 4.4, 4.5	• Records results of analysis using clear and comprehensible language and layout • Researches and prepares plans for relevant stakeholders incorporating appropriate vocabulary, grammatical structure and conventions
Oral communication	2.2, 2.3, 3.4	• Expresses opinions and information and responds to other people's views using language appropriate to audience

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Navigate the world of work	1.4, 1.5, 3.2, 3.3	• Considers own role in terms of its contributions to broader goals of the work environment • Takes full responsibility for identifying and following policies, procedures and legislative requirements
Interact with others	1.1-1.5, 2.1-2.7, 3.1, 3.4-3.6, 4.1	• Understands impact of own behaviour on others, reflecting on personal strengths and limitations and implementing strategies to regulate behaviour • Influences and fosters a collaborative culture facilitating a sense of commitment and workplace cohesion • Uses a variety of communication tools and strategies to build rapport and maintain effective working relationships • Uses appropriate interpersonal skills to encourage contributions and elicit ideas from others • Adapts personal communication style to build a positive working relationship and show respect for the opinions, values and particular needs of others
Get the work done	1.1, 2.1, 4.2, 4.3, 4.4, 4.5	• Develops plans to manage complex activities with strategic implications that involve a range of personnel with diverse skills, knowledge and experience • Systematically gathers and analyses all relevant information and evaluates options to inform decisions with the potential to affect organisational outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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BSBLDR801 Lead personal and strategic transformation	BSBLED701A Lead personal and strategic transformation	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent

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Assessment Requirements for BSBLDR801 Lead personal and strategic transformation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- reflect on and improve own development, personal leadership style and self-management skills
- demonstrate the application of leadership styles and approaches appropriate to individuals involved, the outcomes being sought and the context
- model and encourage collaboration
- provide strategic leadership during a change process
- effectively manage workplace relationships
- analyse relevant legislation, information and intelligence sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the relevant legislative and regulatory context of the organisation
- state the organisation's mission, purpose and values
- outline organisation's objectives, plans and strategies
- describe a range of leadership styles
- describe personal development planning methodologies
- outline data collection methods
- explain the process for external environment scanning relating to social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness
- explain organisational transformation and the management of the stages of change

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- explain organisational design and building in responsiveness of operations to change in customer or market conditions.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- legislation, regulations and codes of practice
- workplace plans, mission statements, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders.

This unit covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate to influence relevant individuals and stakeholders	1.1 Generate trust, confidence and support from relevant stakeholders by demonstrating a high standard of personal performance and conduct 1.2 Implement communication strategies to represent the organisation positively to media, local community and stakeholders 1.3 Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4 Use a range of influencing strategies to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5 Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1 Establish outcomes to be achieved from the partnership 2.2 Analyse and apply models for effective consultation and collaboration within partnerships 2.3 Cultivate collaborative communities and partnerships through application of a range of communication solutions 2.4 Forge relationships, collaborative communities or partnerships between organisations
3. Establish positive collaborative relationships	3.1 Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2 Establish processes to resolve conflict in a fair, equitable and collaborative manner 3.3 Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed performance standards

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	3.4 Encourage staff to undertake activities that develop their personal competence and performance 3.5 Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, diversity and organisational and legal requirements 3.6 Establish indicators and feedback processes that can be used to evaluate the health of the work environment
4. Lead establishment of a partnership program	4.1 Identify and address relevant organisational policies and procedures in partnership plans 4.2 Identify and incorporate relevant legal requirements into planning 4.3 Form partnerships using collaborative and consultative processes involving public and/or private sector enterprises 4.4 Plan and allocate resource requirements to accomplish a partnership program 4.5 Establish relevant organisational policies and procedures relating to partnerships
5. Establish reporting mechanisms for partnership program	5.1 Establish reporting systems for reporting results against planned partnership outcomes 5.2 Implement reporting systems to map progress against partnership outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2	• Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 3.1, 3.2, 3.6, 4.4, 4.5, 5.1	• Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context and intent and requirements in accordance organisational requirements
Oral Communication	2.3, 3.4, 4.3	• Leads discussions using language and non-verbal features to suit the audience

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		• Uses active listening and questioning to seek the views and opinions of others
Numeracy	3.3	• Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions
Navigate the world of work	3.5, 4.1, 4.2	• Takes a lead role in the development of organisational goals, roles and responsibilities • Leads adherence to organisational policies, procedures and legal requirements and considers own role in terms of its contribution to broader goals of the organisation
Interact with others	1.1, 1.4, 2.3, 2.4, 3.2, 3.4, 4.3	• Plays a lead role in building effective collaboration and trust, demonstrating high level conflict resolution skills and ability to engage and motivate others • Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders
Get the work done	1.2, 1.3, 1.5, 2.1, 3.1, 3.3, 3.6, 4.4, 5.2	• Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands • Monitors agreed outcomes and required indicators

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR803 Develop and cultivate collaborative	BSBREL701A Develop and cultivate collaborative	Updated to meet Standards for Training Packages	Equivalent

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partnerships and relationships	partnerships and relationships		

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Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate and model skills and knowledge to foster partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- develop collaborative approaches to enhance individual, team and organisational outcomes
- initiate and implement partnerships in line with relevant regulatory, employment and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation
- outline the organisation's mission, purpose, values, objectives and strategies
- explain techniques that cultivate collaborative relationships and partnerships
- describe data collection methods
- explain the external context including social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness

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- explain organisational transformation and the management of the stages of change.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documents including business strategic plans, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLDR806 Lead and influence ethical practice

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply ethical leadership and take responsibility for influencing ethical practice. It addresses modelling organisational values, embedding ethical practice into the organisation's culture and processes and promoting ethical leadership and decision making at all levels of the organisation.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Embody and model ethical values	1.1 Consistently demonstrate a commitment to the professionalism, ethical values and principles of the organisation in personal dealings within and on behalf of the organisation 1.2 Develop and maintain a high level of expertise related to ethics and standards 1.3 Interpret complex ethical matters and provide advice to resolve them in accordance with legislative, industry codes of practice and organisational standards 1.4 Report and encourage dealing with suspected unethical conduct confidentially and promptly
2. Embed ethical practice into the organisation's culture and processes	2.1 Identify strengths, weaknesses and threats to ethical conduct in the organisation through analysis of industry, state, national and international trends and develop strategies to act on them in accordance with enterprise and industry practice 2.2 Analyse management and accountability structures in the organisation and put strategies in place to ensure continuous improvement 2.3 Influence the development and review of policies and procedures to include and address ethical considerations 2.4 Develop and promote frameworks for ethical decision-making and policy setting 2.5 Analyse and develop policies and procedures to allow individuals to safely report breaches of ethical conduct and for remedying breaches of ethical conduct
3. Promote ethical leadership and decision making at all levels of the organisation	3.1 Foster dialogue on organisational values and ethics with and between staff to develop a strong understanding of and commitment to organisational standards 3.2 Provide leadership and guidance to empower individuals and the organisation to address ethical issues 3.3 Identify and refer organisational patterns, trends and issues that require ethical consideration by managers and staff for action 3.4 Promote and support leadership programs that promote ethical and values-based behaviour according to organisational requirements and the individual needs and capabilities of staff

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1-2.3, 2.5	• Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.2-2.5	• Develops texts dealing with complex concepts using specialised and detailed language to convey context and intent
Navigate the world of work	1.1-1.4, 2.3, 3.2, 3.4	• Takes a lead role in the development of organisational goals, roles and responsibilities • Leads planning and review processes in accordance with organisational policies and procedures, legal and ethical requirements
Interact with others	1.3, 1.4, 3.1, 3.2	• Plays a lead role in situations requiring effective collaborative skills, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others
Get the work done	2.1, 2.2, 2.3, 2.4, 3.3, 3.4	• Accepts responsibility for planning and sequencing complex tasks and workload • Monitors progress of plans in achieving agreed outcomes • Systematically gathers and analyses relevant information and evaluates options to inform decisions about complex organisational strategies

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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BSBLDR806 Lead and influence ethical practice		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for BSBLDR806 Lead and influence ethical practice

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- lead and influence ethical practice in an organisation by demonstrating a personal commitment to the professionalism, ethical values and principles of the organisation and encouraging others to do so
- research and maintain a high level of ethical expertise including the ability to interpret complex ethical matters and provide advice
- report and deal with suspected unethical conduct confidentially and promptly
- research, develop and implement policies and procedures for managing ethical practices in an organisation
- promote ethical leadership and decision making including providing leadership and reviewing ethical practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe national and international trends in the development of ethical organisations
- describe frameworks for ethical decision making/problem solving and policy setting
- explain organisational ethics, values and standards
- outline the role of organisational codes of ethics/conduct
- explain procedural fairness
- outline procedures, strategies or protocols that can be used to identify and address unethical conduct
- outline the legislative and regulatory context of the organisation, as it relates to ethical work practices.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- legislation, regulations and workplace standards relevant to ethical practice
- workplace documents, including organisational strategic plans and policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts

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		• Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLED401 Develop teams and individuals	BSBLED401A Develop teams and individuals	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLED805 Plan and implement a mentoring program

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a mentoring program for a particular section or group within an educational organisation, or for a specific business purpose or objective within an enterprise whose core business is not education, or as a collaborative partnership spanning more than one organisation (such as to advance occupational or industry-specific skill needs).

It applies to individuals who plan, develop, implement, monitor and evaluate a mentoring program that results in learning forged through a defined and active learning partnership with a mentor. The program should develop and use tools that enhance both the learning and the phased relationship, and it should be monitored and evaluated to ensure it explores and meets the mentee's learning needs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan mentoring program	1.1 Determine benefits of, and need for, a mentoring program 1.2 Define mentoring program purpose and objectives 1.3 Develop mentoring program plan with appropriate outcomes, in consultation with key stakeholders 1.4 Establish relevant management structures and wider support requirements 1.5 Determine mentoring program modes and methods 1.6 Determine methods and resources required to report mentoring program outcomes
2. Develop tools and materials to support mentoring program	2.1 Develop range of tools and resources appropriate to mentoring program modes and methods 2.2 Establish mentor and mentee selection criteria, procedures and tools 2.3 Establish formal requirements for mentor-mentee relationship and communicate these requirements to all parties 2.4 Establish rules, procedures and requirements encompassing key accountabilities and responsibilities 2.5 Develop means to report and collate outcomes from mentor–mentee relationship
3. Coordinate mentor and mentee relationships	3.1 Implement strategies for recruiting and accurately matching mentors with mentees 3.2 Induct mentors and mentees into program 3.3 Ensure plans required for personal growth are developed by mentors and mentees 3.4 Cultivate rapport, mutual trust and teamwork in mentoring relationship 3.5 Consider and address cultural differences and diversity issues in all mentor-mentee communications 3.6 Use data and reporting tools supporting program to monitor mentor-mentee relationship

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4. Evaluate mentoring program	4.1 Complete mentoring record-keeping and reporting requirements using agreed technology, reporting processes and procedures 4.2 Evaluate mentoring program against agreed outcomes and report through relevant management structures 4.3 Document improvement opportunities for future mentoring programs based on program evaluation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.1-2.5, 3.1-3.3, 3.6, 4.1-4.3	• Interprets textual information obtained from a range of sources and determines how content may be used to meet requirements
Writing	1.1-1.6, 2.1-2.5, 3.1, 3.2, 4.1-4.3	• Communicates complex relationships between ideas and information by creating reports • Documents results of mentoring program using required organisational formats
Oral Communication	1.3, 2.3, 2.5, 3.1, 3.2, 3.4, 3.5, 4.2	• Uses appropriate language to provide information and encourage discussions • Applies listening and questioning techniques to check and confirm understanding
Navigate the world of work	4.1	• Adheres to organisational policies and procedures
Interact with others	1.3, 2.3, 3.2, 3.4, 3.5, 4.2	• Tailors communication to achieve its purpose, demonstrating understanding of needs of particular audiences • Collaborates with others to set and facilitate shared outcomes • Invests time and energy in building rapport with others as an integral part of interactions

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Get the work done	1.1-1.6, 2.1, 2.2, 2.4, 2.5, 3.1, 3.6, 4.3	• Plans, organises and implements tasks required for mentoring program, including coordinating schedules for interviews and sessions with others • Identifies and analyses issues to aid in decisions about appropriate modes, methods and resources • Evaluates outcomes of decisions, considering results from a range of perspectives and identifying key concepts and principles that may be adaptable to future situations • Uses digital tools to store, access and organise information about the mentoring program

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLED805 Plan and implement a mentoring program	BSBLED705A Plan and implement a mentoring program	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent

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Assessment Requirements for BSBLED805 Plan and implement a mentoring program

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a mentoring program plan in consultation with others including:
  - establishing a management structure
  - determining support structures
  - establishing methods and resources to achieve designated outcomes
  - mentor and mentee selection process
- develop appropriate tools and resources for a mentoring program
- establish mentor-mentee policies and procedures
- coordinate mentor-mentee communications
- evaluate and document results of mentoring program.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the purposes and benefits of a mentoring program
- outline the components of a mentoring program plan
- explain mentoring program design principles
- explain the roles of a mentor and a mentee
- explain criteria that could be used to screen and match mentors and mentees
- identify legislation and organisational policies relevant to mentoring, including confidentiality and privacy requirements
- explain how resource requirements vary according to the mentoring program mode

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- describe how mentoring program data is collected and where data is stored
- outline methods for evaluating and reporting on mentoring programs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- relevant legislation and workplace documents
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLED806 Plan and implement a coaching strategy

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan and develop a coaching strategy and to monitor implementation of the coaching program within an organisational context. A coaching strategy may be:

- an internal program forming part of the professional development activities of an educational organisation (such as a Registered Training Organisation) or an enterprise whose core business is not education
- developed for an external client, for example as part of the range of learning services offered or conducted in a collaborative partnership with more than one organisation.

It applies to individuals working to ensure learning advances individual and organisational capabilities. Leaders in learning are typically required to develop and implement coaching strategies in a systematic manner, and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop coaching strategy	1.1 Research and review need for and role of, coaching within an organisation 1.2 Establish a framework for coaching strategy based on organisational context and needs 1.3 Determine roles, responsibilities and outcomes for key individuals involved in coaching strategy 1.4 Develop timelines for coaching strategy implementation in consultation with stakeholders 1.5 Obtain organisational support for coaching strategy in accordance with organisational procedures
2. Prepare for coaching strategy implementation	2.1 Plan coaching program and coaching models to suit coaching strategy and the organisation's worker and employer issues 2.2 Design induction and training requirements 2.3 Design tools and resources for coaches and trainees 2.4 Analyse legal, regulatory and organisational compliance requirements for coaches 2.5 Establish recruitment processes for coaches and trainees
3. Implement coaching strategy	3.1 Promote coaching program 3.2 Recruit and select coaches and trainees 3.3 Establish tools, mechanisms and procedures for matching and managing coach-trainee relationship 3.4 Induct, match and brief coaches and trainees
4. Monitor and support coaching strategy	4.1 Ensure coaching strategy is implemented consistently with work practices and operational requirements 4.2 Provide coaches with access to professional development and support necessary to acquit their role effectively and efficiently 4.3 Design techniques and practices for resolving differences and problems in coaching relationships 4.4 Monitor coaching relationships to ensure accordance with organisational policies and procedures

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	4.5 Recognise and acknowledge positive contribution individuals make to coaching activities
5. Review and report on coaching strategy	5.1 Collect, analyse and report data on coaching outcomes at individual or group level, in line with organisational context and needs 5.2 Identify and promote ongoing opportunities for coaching in accordance with individual and organisational context and needs 5.3 Evaluate coaching strategy, document findings and present recommendations for improvement to relevant others

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.3, 3.4, 4.1, 4.3, 4.4	• Analyses and evaluates information from various sources to plan, implement and review a coaching strategy
Writing	1.2-1.4, 2.1-2.3, 2.5, 3.3, 4.1, 4.3, 5.3	• Records results of research and analysis of information and consultations using clear and comprehensible language and layout • Documents plans, processes and procedures to support the organisational coaching strategy • Reports on outcomes of mentoring program using language and layout appropriate to audience and context
Oral Communication	1.4, 1.5, 3.1, 3.2, 3.4, 4.5, 5.2	• Uses appropriate language to provide information and encourage discussion • Applies listening and questioning techniques to check and confirm understanding
Numeracy	1.4	• Uses basic mathematical calculations and arranges sequential numerical information to develop coaching timelines

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Navigate the world of work	1.5, 2.4, 4.1, 4.4, 5.1, 5.2	• Adheres to organisational policies, procedures and standards and considers own role in terms of its contribution to broader goals of work environment • Adheres to legislation and regulations relevant to own role
Interact with others	1.4, 1.5, 3.1, 3.4, 4.3, 4.5, 5.1, 5.2, 5.3	• Tailors communication to achieve its purpose, demonstrating understanding of the needs of particular audiences • Collaborates with others to set and facilitate shared outcomes • Invests time and energy in building rapport with others as an integral part of all work-based interactions
Get the work done	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 4.2, 4.3, 5.1-5.3	• Plans, organises and implements tasks required to plan, implement and monitor coaching in workplace • Systematically gathers and analyses relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses analytical processes to anticipate or address problems, generating possible solutions depending on differing operational contingencies and environments • Uses digital tools to store, access and organise information about the coaching program

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

© Commonwealth of Australia, 2026 Future Skills Organisation

BSBLED806 Plan and implement a coaching strategy	BSBLED706A Plan and implement a coaching strategy	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent

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Assessment Requirements for BSBLED806 Plan and implement a coaching strategy

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a coaching strategy according to organisational needs including:
  - developing a timeline for implementation of strategy
  - seeking support from appropriate others
- plan and design a coaching program including:
  - designing tools and resources
  - analysing compliance requirements
  - establishing recruitment processes
- implement coaching strategy according to operational requirements
- ensure coaches are supported according to relevant policies and procedures
- monitor, review and report on implementation, utilising coaching data to recommend improvements to the coaching strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic coaching techniques
- list and describe the components of a coaching strategy
- explain coaching program design principles
- explain how resource requirements vary according to the coaching program model used
- explain the methods used to match and manage coaches and trainees

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- outline techniques and practices for resolving differences between coaches and trainees
- identify legislation, regulations, policies, procedures and guidelines relating to workplace coaching, including confidentiality and privacy requirements
- describe how coaching program data is collected and where data is stored
- outline methods for evaluating and reporting on coaching programs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- office equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLED807 Establish career development services

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, implement and evaluate career development services in accordance with professional standards to facilitate well-considered career decision-making by participants.

It applies to individuals seeking to provide career development services in accordance with professional standards.

A wide range of career development programs and services may be provided in many different jurisdictions and delivery settings. Their object is to assist individuals gain the knowledge, skills, attitudes and behaviours required to manage their life, learning and work in self-directed ways.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply career development standards	1.1 Research contemporary career development theories, models, frameworks and strategies for specific context and target group 1.2 Analyse codes of professional conduct and career development standards, and how they can be applied in work practice 1.3 Apply regulatory requirements, policies, guidelines, standards and resources 1.4 Plan for and undertake ongoing personal professional development 1.5 Apply career development standards to all aspects of work role 1.6 Establish and maintain relationships with professional peers and service providers
2. Plan for career development services	2.1 Apply career development theories in preparation to work with specific target groups 2.2 Analyse career development needs of specific target groups 2.3 Plan for support systems and resources required to provide high-quality career development service delivery in specific context and for target group 2.4 Apply effective action-planning skills in career development counselling services 2.5 Establish ongoing professional and follow-up support for clients of career development services
3. Implement career development services strategies	3.1 Develop strategies for career development services to reflect contextual needs and aspirations of specific target group 3.2 Encourage individuals to commit to, and access, career development services 3.3 Establish mechanisms to follow-up provision of career development services 3.4 Implement strategies to ensure records storage, security and privacy in accordance with professional and organisational requirements 3.5 Establish referral procedures and contacts

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4. Review career development services delivery strategies and plans	4.1 Review career development services and service delivery strategies against plans and standards, and identify any gaps 4.2 Advocate for target group and individual career development needs and choices 4.3 Determine strategies to improve quality of career development services 4.4 Discuss alternative career development strategies with key stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.4	• Identifies and implements strategies to update own skills and knowledge
Reading	1.1-1.5, 2.1-2.5, 3.1-3.5, 4.1. 4.3	• Identifies, analyses and evaluates information from various complex texts to assess career development standards and establish career development services
Writing	1.1, 1.4, 2.1-2.5, 3.1, 3.3-3.5, 4.1-4.3	• Records results of research and analysis using clear and comprehensible language and layout • Uses various strategies to plan, draft, review and proofread own writing relating to career development services
Oral Communication	1.6, 3.2, 4.2, 4.4	• Presents information and discusses ideas using vocabulary and features appropriate to the target groups • Uses listening and questioning skills to confirm and clarify understanding
Navigate the world of work	1.2, 1.3, 1.5, 3.4	• Adheres to organisational policies, procedures and standards and considers own role in terms of its contribution to broader goals of work environment

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		• Keeps up-to-date with legislative requirements and considers implications of these when negotiating, planning and undertaking work
Interact with others	1.6, 3.2, 4.2, 4.4	• Tailors communication to achieve its purpose, demonstrating understanding of the needs of the particular audience • Invests time and energy in building rapport and positive working relationships with others as an integral part of work-based interactions
Get the work done	1.2, 1.4, 2.1-2.5, 3.1, 3.3-3.5, 4.1, 4.3	• Plans, organises and implements tasks required to provide career development services and supports according to required standards • Systematically gathers and analyses relevant information and evaluates options to make informed decisions about career development strategies • Evaluates outcomes of decisions to identify opportunities for improvement

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLED807 Establish career development services	BSBLED707A Establish career development services	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent

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Assessment Requirements for BSBLED807 Establish career development services

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect, evaluate and use information to inform career development strategies, support systems and resources
- analyse, plan, implement and evaluate career development services, in accordance with legislative requirements, policies, guidelines and standards
- identify own professional development needs and complete required professional development activities
- determine the needs of specific target groups
- communicate with others to provide professional support and advocacy services
- review and improve career development services, in consultation with other people.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe current career development theories
- explain what career development standards are and their impact on career development services
- outline legislative and regulatory requirements relevant to career development
- outline organisational policies relating to career development
- explain why researching and understanding the target group is crucial in providing support on career development and career choices.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- organisational policies and procedures
- legislative and regulatory requirements
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLED808 Conduct a career development session

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct career development sessions that promote well-considered career choices. It also covers applying appropriate career development theory; assisting individuals to make informed career choices; communicating professionally to promote career development outcomes; and using resources and technology to support career development sessions.

It applies to individuals seeking to conduct career development sessions in accordance with professional standards.

Careers are unique to each person and vary with specific target audiences. Career development sessions may be provided in a variety of ways given different organisational contexts, individuals involved and delivery settings. The professional expertise of the provider and their use of effective interpersonal and communication skills are central to the success of a career development session.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply appropriate career development theory	1.1 Research major career development theories and models 1.2 Analyse differences between advice, information provision and professional standards in relation to career development 1.3 Apply theory in an appropriate manner, both to individuals involved and in context for a career development session 1.4 Evaluate models appropriate for individual and group career development sessions 1.5 Analyse diversity of individuals and target group, when planning a career development session
2. Conduct career development sessions	2.1 Conduct career development counselling in a clear and unambiguous manner 2.2 Complete problem and goal clarification to satisfaction of all involved 2.3 Utilise key skills to successfully complete career development sessions 2.4 Identify common patterns of thinking, feeling and behaviour limiting making or acting on well-considered choices, and devise counter strategies 2.5 Effectively apply rapport building and attending skills 2.6 Ensure participants set personal goals and make informed choices in career development session 2.7 Consistently apply effective responding skills when giving feedback on progress during career counselling session
3. Assist individuals make informed career choices	3.1 Assist individuals to identify career development needs 3.2 Determine individual needs and aspirations holistically, in context of individuals' lives

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	3.3 Identify individual career development needs that fall outside scope of practice of career development service provider 3.4 Refer individuals to or inform them of, appropriate sources of further information or career development support services where required
4. Communicate professionally to promote career development outcomes	4.1 Communicate accurate assessment of individual needs 4.2 Create cooperative and productive environment for conduct of career development session 4.3 Create a climate of trust, comfort and safety for conduct of career development sessions 4.4 Complete career development work in an ethical, cooperative and respectful manner within team and wider organisational context
5. Use resources and technology to support career development sessions	5.1 Acquire, record and prepare relevant information prior to a career development session 5.2 Prepare accurate records and reports in accordance with professional conduct and career development standards 5.3 Assist individuals to use relevant support resources and technology 5.4 Monitor support resources and technology to ensure they support quality outcomes for career development services

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 5.1, 5.2, 5.4	• Analyses, identifies and interprets information in a range of text types relevant to career development
Writing	1.1-1.5, 5.1, 5.2, 5.4	• Records results of research and analysis using clear language and layout

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		• Creates accurate records and reports according to required standards and formats
Oral Communication	1.3, 2.1-2.7, 3.1, 3.4, 4.1-4.4, 5.3	• Interacts effectively in verbal exchanges, using active listening and questioning to convey and clarify information • Clearly explains detailed information using language, tone and pace appropriate to audience
Navigate the world of work	4.4, 5.2	• Understands and adheres to professional and ethical standards of behaviour
Interact with others	1.3, 2.1-2.7, 3.1-3.4, 4.1-4.4, 5.3	• Tailors communication to achieve its purpose, demonstrating a sophisticated understanding of needs, interests, issues and priorities of each individual • Uses a variety of presentation techniques to present information during career development sessions • Invests time and energy in building rapport with others as an integral part of all work-based interactions
Get the work done	1.1, 1.2, 1.4, 1.5, 3.1-3.4, 5.1, 5.2, 5.3, 5.4	• Plans, organises, implements and monitors tasks required to prepare, conduct and report on career development sessions • Systematically gathers and analyses relevant information to make informed decisions about how to tailor sessions to meet individual needs • Uses, and assists others to use, digital tools and technologies to support career development sessions

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLED808 Conduct a career development session	BSBLED708A Conduct a career development session	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent

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Assessment Requirements for BSBLED808 Conduct a career development session

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse, plan, implement and evaluate individual and target group career development needs, with an awareness of diversity and ethical requirements
- plan career development sessions according to career development theories and models and career development needs
- use effective communication skills to conduct career development sessions, and provide career counselling and information
- collect, assess and store information for use in a career development services setting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the major career development theories and models
- describe common patterns of thinking, feeling and behaviour and their impact on individual career choices
- explain the key skills required to deliver career development sessions
- explain some ways to build rapport with individuals and groups
- outline concepts and principles relating to service provision, including lifelong learning, holistic career development, career decision-making, career coaching, career maintenance, work satisfaction, employability, enterprising, positive uncertainty and planned happenstance
- explain what career development standards are and their impact on career counselling
- outline legislative and regulatory requirements relevant to career counselling
- outline organisational policies relating to career counselling.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- relevant career development documentation and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBLED809 Identify and communicate trends in career development

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct research to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs, to effectively assist clients identify competencies they require for a career and employability in a given context. It also examines how to maintain quality of career development services and professional practice.

It applies to individuals seeking to identify and communicate trends in career development.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Research and confirm career trends	1.1 Apply knowledge of changing organisational structures, lifespan of careers and methods of conducting work search, recruitment and selection processes 1.2 Analyse changing worker and employer issues, rights and responsibilities in context of changing work practices 1.3 Examine importance of quality careers development services 1.4 Maintain all research, documentation, sources and references (electronic or physical) to a high degree of currency and relevance 1.5 Analyse implications of relevant policy, legislation, professional codes of practice and national standards relating to worker and employer issues 1.6 Research changes and trends in theory of career development counselling and practice 1.7 Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway
2. Assess and confirm ongoing career development needs of target group	2.1 Analyse history and records in assessing needs of target group 2.2 Assess success of previous career development services and techniques used for individual or target group 2.3 Deploy other means to investigate appropriate care and counselling approaches as required 2.4 Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards 2.5 Establish existing work-life balance requirements, issues and needs
3. Maintain quality of career development services and professional practice	3.1 Analyse and review relevance of career theories, models, frameworks and research for target group 3.2 Incorporate into career development services and professional practice, major changes and trends influencing workplace and career-related options and choices

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	3.3 Comply with all relevant policy, legislation, professional codes of practice and national standards that influence delivery of career development services

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2-1.7, 2.1-2.4, 3.1-3.3	• Interprets structurally complex career development information from multiple sources to identify trends, needs and compliance requirements
Writing	1.2-1.7, 2.1-2.4, 3.1, 3.2	• Records results of research and analysis using clear language and layout • Creates accurate documents according to required standards and formats
Navigate the world of work	1.2, 1.5, 2.4, 3.3	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment • Keeps up-to-date with legislation and regulations relevant to rights and responsibilities and considers implications of these when negotiating, planning and undertaking work
Get the work done	1.2, 1.3, 1.4, 1.6, 1.7, 2.1-2.3, 2.5, 3.1, 3.2	• Plans, organises and implements tasks required to gather and maintain current information about career development • Systematically gathers and analyses information to make decisions about career development needs and services • Uses digital technologies to access and store information • Understands importance of monitoring and controlling access to digitally stored and transmitted information

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLED809 Identify and communicate trends in career development	BSBLED709A Identify and communicate trends in career development	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent

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Assessment Requirements for BSBLED809 Identify and communicate trends in career development

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research and analyse current economic, labour market, employment, career and vocational, educational and training trends
- identify choices and career development needs for individuals and target groups within a given context
- report and document management of research and career development materials
- comply with all relevant local, state/territory and national legislation, policies and practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain client care and counselling techniques and processes in the context of career development services
- describe diversity and its potential effects on career choices
- outline human psychological development and needs in relation to careers development
- outline relevant policy, legislation, codes of practice and standards relevant to career development
- explain recruitment and selection processes in the context of career development services
- describe a range of data gathering and research techniques
- explain techniques used to analyse trends.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- relevant legislation, regulations and codes of conduct
- relevant career development documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMED301 Interpret and apply medical terminology appropriately

Modification History

Release	Comments
1	This unit of competency was first released in BSB Business Services Training Package Release 1.0.

Application

This unit describes the skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; as well as use appropriate medical terminology.

It applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Medical Services Administration

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Respond appropriately to instructions which contain medical terminology	1.1 Receive, interpret and document written and oral instructions using medical terminology 1.2 Use checklists where appropriate 1.3 Interpret abbreviations for specialised medical terminology 1.4 Interpret and adhere to the policies and procedures of the workplace 1.5 Seek clarification when necessary
2. Carry out routine tasks	2.1 Use medical terminology correctly in the completion of routine tasks 2.2 Seek assistance from supervisor or experienced staff member as required
3. Use appropriate medical terminology in oral and written communication	3.1 Use appropriate medical terminology as directed, in oral communication with patients, fellow workers and health professionals 3.2 Use appropriate medical terminology as directed, in written communication with patients, fellow workers and health professionals 3.3 Present written communication to a designated person for verification if required 3.4 Spell and pronounce medical terminology correctly

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 3.2, 3.4	• Interprets technical language within various texts • Determines how content can be used appropriately in the workplace
Writing	1.1, 1.2, 1.5, 2.1, 3.2, 3.3, 3.4	• Uses clear, specific and industry related terminology to complete and update workplace documentation

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Oral Communication	1.5, 2.1, 2.2, 3.1, 3.2, 3.4	• Pronounces complex and specific words correctly and uses them in the correct context • Seeks the view and opinions of others by listening and questioning
Navigate the world of work	1.4	• Understands and operates within organisational procedures and policies
Interact with others	1.1, 1.5, 2.2, 3.1-3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2	• Plans a range of routine tasks, accepting goals and aiming to achieve them efficiently

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMED301 Interpret and apply medical terminology appropriately	BSBMED301B Interpret and apply medical terminology appropriately	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMED301 Interpret and apply medical terminology appropriately

Modification History

Release	Comments
1	This unit of competency was first released in BSB Business Services Training Package Release 1.0.

Performance Evidence

Evidence of the ability to:

- interpret and follow written instructions containing medical terminology
- produce documents containing correct medical terminology according to organisational requirements
- use medical terminology correctly in oral communications
- identify and use appropriate abbreviations for medical terms and associated processes.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline medical terminology relevant to the practice, including the fundamental word structure used in medical terms
- outline the relevant policies and procedures
- identify sources of information available to check on medical terminology.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- office equipment and resources
- examples of documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/BSB.

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BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Model high standards of management performance and behaviour	1.1 Ensure management performance and behaviour meets the organisation's requirements 1.2 Ensure management performance and behaviour serves as a positive role model for others 1.3 Develop and implement performance plans in accordance with organisation's goals and objectives 1.4 Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1 Use organisation's standards and values in conducting business 2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility
3. Make informed decisions	3.1 Gather and organise information relevant to the issue/s under consideration 3.2 Facilitate individual's and team's active participation in decision-making processes 3.3 Examine options and assess associated risks to determine preferred course/s of action 3.4 Ensure decisions are timely and communicate them clearly to individuals and teams 3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6 Use feedback processes effectively to monitor the implementation and impact of decisions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 3.1, 3.3, 3.5, 3.6	• Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making

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Writing	1.3, 1.4, 3.1, 3.3, 3.5, 3.6	• Records and reports key information related to the organisational goals, standards and objectives • Researches, plans and prepares documentation for relevant stakeholders
Oral Communication	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Uses appropriate structure and language when developing performance plans, or when seeking and providing information about organisational goals and objectives
Numeracy	1.4	• Identifies and comprehends mathematical information in familiar texts to establish key performance indicators
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.1, 2.3	• Understands how own role meshes with others and contributes to broader work goals • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes • Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals

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Range of conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Organisation's standards and values must be identified by considering:	• explicitly stated values • values that are implied by the way the organisation conducts its business.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT401 Show leadership in the workplace	BSBMGT401A Show leadership in the workplace	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
    - relevant information
    - examination of options and associated risks
    - input from relevant people
- communicate about making and implementing decisions including:
    - facilitating agreement on the preferred course of action and implementation plans
    - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:

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    - stated
    - implied
- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
    - organisational values
    - role modelling
    - integrity and credibility
    - leadership.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT402 Implement operational plan

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor operational performance 1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets 3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval 3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	3.4	• Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	• Identifies, interprets, analyses and reviews textual information related to the operational plan and monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	• Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion

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Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	• Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they met stated goals • Recognises and addresses an increasing range of familiar problems by implementing contingency plans

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT402 Implement operational plan	BSBMGT402A Implement operational plan	Updated to meet Standards for Training Packages. Edits to clarify intent of Performance Criteria.	Equivalent

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Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement continuous improvement systems and processes	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Document work performance to aid the identification of further opportunities for improvement 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.2, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes

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Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral Communication	1.2, 1.3, 2.3	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit the audience
Navigate the world of work	2.1	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	• Takes responsibility for planning and organising own workload to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses digital applications to access and filter data, extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT404 Lead and facilitate off-site staff

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to supervise staff who perform agreed duties at an alternative site (usually home) during some or all of the scheduled work hours. Off-site work is a flexible employment option that meets all legal and regulatory employment requirements.

It applies to individuals who may be supervisors or team leaders and have responsibility for overseeing the work of off-site staff.

Increasingly, managers and staff are at different locations and the opportunities for face to face communication are reduced. In these cases, individuals must develop different techniques and approaches to ensure quality standards and work outcomes are met.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Facilitate off-site work outcomes	1.1 Clarify roles and responsibilities of off-site work supervisors with management and off-site staff 1.2 Provide leadership and direction to off-site staff to foster independent self managed work practices that address agreed outcomes in terms of quality and milestones 1.3 Ensure that work objectives for off-site staff are linked to measurable targets and include agreed timeframes 1.4 Use participative, transparent decision making to review work allocation responsibilities of off-site staff and related on-site staff
2. Support off-site staff	2.1 Provide guidance to off-site staff to establish and maintain a supportive working environment in accordance with legal and organisational requirements 2.2 Assign key personnel/mentors to support off-site staff and to provide a link between off-site staff and the organisation 2.3 Establish and maintain effective working relations between on-site staff and off-site staff through regular meetings and other occasions used to build organisational culture and values
3. Manage off-site staff performance	3.1 Plan and conduct regular meetings to determine individual progress, identify needs, clarify and solve issues, and provide networking opportunities 3.2 Evaluate performance against agreed goals and targets and address in accordance with organisational policy and practice 3.3 Address problems in work performance through constructive solutions identified with off-site staff 3.4 Ensure evidence relating to performance is valid, documented and evaluated to identify learning and development requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	1.3, 2.1, 3.2, 3.4	• Uses various strategies to identify and interpret relevant information within job specifications and processes

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Writing	1.1, 1.2, 1.3, 3.2, 3.4	• Researches, plans and prepares documentation related to performance management outcomes using grammatical structures and conventions appropriate to the task
Oral Communication	1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.3	• Uses listening and questioning skills to discuss and seek opinion about roles and responsibilities • Presents information to a range of audiences using structure and language to suit audience
Numeracy	1.2, 1.3	• Selects and interprets mathematical information that is partly embedded in a range tasks to determine timelines and milestones
Navigate the world of work	2.1	• Adheres to organisational policies, procedures and legislative requirements
Interact with others	1.1, 1.2, 2.1, 2.3, 3.3	• Establishes and uses appropriate communication conventions and protocols to facilitate effective communication between staff • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Recognises the importance of taking audience, purpose and contextual factors into account when deciding what to communicate, with whom, and how
Get the work done	1.1, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 3.4	• Takes responsibility for planning and organising own workload and work tasks of others • Uses systematic, analytical processes to evaluate performance or solve problems • Uses a range of digitally based technology and applications to access and filter data,

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		extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT404 Lead and facilitate off-site staff	BSBMGT404A Lead and facilitate off site staff	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT404 Lead and facilitate off-site staff

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement strategies to facilitate work and provide guidance, supervision and support for off-site staff to meet agreed work outcomes
- facilitate communications with off-site staff, supervisors, managers and other relevant personnel to clarify roles and responsibilities, agree on work outcomes, maintain work relationships and manage performance
- apply feedback and performance management methods for off-site staff.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of off-site work that are typical in the organisation or industry
- explain challenges that are likely to arise with off-site work and strategies to address them
- outline legal and ethical requirements and organisational policies and procedures that apply to off-site work.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- relevant workplace documentation and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT406 Plan and monitor continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan and monitor the organisation's continuous improvement systems and processes.

It applies to individuals who use various systems and strategies to actively encourage a team to monitor and review performance, identifying opportunities for improvements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan continuous improvement systems and processes	1.1 Plan systems according to organisational policy to ensure individuals and teams are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allow individuals and teams to implement the organisation's continuous improvement processes 1.4 Support efforts to enhance sustainable and environmentally-friendly work practices in accordance with the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology according to agreed operational processes to monitor and review progress and to identify ways planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes according to requirements of the organisation's continuous improvement systems and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure team members are informed of savings and productivity or service improvements in line with requirements of the business plan 3.2 Record work performance to assist in identifying further opportunities for improvement following agreed organisational recordkeeping processes 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.1-3.3	• Selects and applies a range of reading strategies as appropriate to plan and monitor continuous improvement processes

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Writing	1.1, 1.2, 2.1, 2.3, 3.1-3.3	• Plans, monitors and communicates relationships relating to continuous improvement process, matching style of writing to purpose and audience
Oral Communication	1.1-1.3, 2.3, 3.1	• Selects and uses appropriate strategies to establish and maintain spoken communication to gain commitment of individuals and teams to continuously improve
Navigate the world of work	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	• Adheres to organisational policies, procedures and business plans and considers own role for its contribution to broader goals of the work environment
Interact with others	1.1-1.3, 2.3, 3.1	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Demonstrates an increasing awareness of the interplay of factors involved in any group interaction • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.3	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify and plan ongoing improvements within the organisation • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Selects or supports new ideas based on their contribution to achievement of broader goals • Uses digital systems and tools to achieve work goals

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT406 Plan and monitor continuous improvement	BSBMGT406A Plan and monitor continuous improvement	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT406 Plan and monitor continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement, monitor and adjust plans, processes and procedures to improve performance
- demonstrate ways to support others to implement continuous improvement systems and processes
- identify and report opportunities for further improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain relevant principles and techniques associated with:
    - benchmarking
    - best practice
    - change management
    - continuous improvement systems and processes
    - quality systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT502 Manage people performance

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available 1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary

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	4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2, 3.3, 4.4	• Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	• Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	• Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	• Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	• Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole • Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	• Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts

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		• Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support as required to assist in the decision-making process • Uses experiences to reflect on the ways in which variables impact on performance

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT502 Manage people performance

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate 1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders 1.3 Ensure that change and improvement processes meet sustainability requirements 1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems
2. Monitor and adjust performance strategies	2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved 2.2 Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement 3.3 Consider areas identified for further improvement when undertaking future planning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	• Identifies and extracts relevant information from a range of complex texts

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		• Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	• Develops complex texts related to continuous improvement processes according to organisational requirements • Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.4, 2.2	• Presents information to a range of audiences using appropriate structure and language • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Navigate the world of work	1.1-1.3, 2.1, 2.2	• Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals • Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 1.4, 2.2	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes • Uses analytical and lateral thinking to review current practices and develop ideas for improvement

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		• Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT605 Provide leadership across the organisation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to demonstrate senior leadership behaviour and personal and professional competence. Business ethics are also addressed in this unit.

It applies to individuals who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Communicate organisational mission and goals	1.1 Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2 Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3 Ensure media and language used is appropriate to individuals and group circumstances 1.4 State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5 Address expectations of the organisation 1.6 Investigate incidents promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1 Build trust, confidence and respect of diverse groups and individuals through positive role modelling and effective communication and consultation 2.2 Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3 Demonstrate understanding of the global environment and new technology in work activities 2.4 Ensure actions convey flexibility and adaptability to change and accessibility 2.5 Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6 Ensure decision making takes into account needs and expectations of both internal and external groups 2.7 Ensure decision making occurs in accordance with risk management plans for all options, and within appropriate timeframes 2.8 Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1 Assign accountabilities and responsibilities to teams consistent with their competencies and operational plans 3.2 Ensure teams are resourced to allow them to achieve their objectives 3.3 Empower teams and individuals through effective delegation and support for their initiatives 3.4 Create and maintain a positive work environment

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	3.5 Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1 Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2 Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3 Set and achieve personal objectives and work program outcomes 4.4 Ensure self-performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5 Participate regularly in industry/professional networks and groups

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.3, 4.4, 4.5	• Actively looks for and accepts ways to maintain and improve own skills and knowledge
Reading	1.2, 1.3, 1.6, 2.7, 4.4, 4.5	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1, 1.2, 1.3, 1.4, 1.6, 3.1, 4.3	• Records and reports key information related to the outcomes of the job to interact effectively and appropriately with the team • Researches, plans and prepares documentation using format and language appropriate to the audience
Oral Communication	1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	• Participates in a variety of spoken exchanges with clients, co-workers and stakeholders using structure and language appropriate to context and audience

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Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.8, 3.1, 4.1	• Works autonomously making high level decisions related to the achievement of organisational goals • Reflects on designation of roles and responsibilities and how everyone's role contributes to broader organisational goals • Appreciates the implications of ethical and other organisational responsibilities in carrying out own role
Interact with others	1.3, 1.4, 1.6, 2.1, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals • Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development • Recognises the importance of building rapport in order to establish effective working relationships and inspire trust and confidence • Collaborates and cooperates with others, playing an active role in leading and facilitating effective group interaction and influencing direction • Facilitates a climate in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes
Get the work done	1.1, 1.2, 1.6, 2.2-2.7, 3.1, 3.2, 3.5	• Accepts responsibility for planning and sequencing complex tasks and workload of self and others, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness • Applies problem solving processes to identify risks, evaluate options and determine solutions • Facilitates a climate in which creativity and innovation are accepted as an integral part of achieving outcomes

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		• Actively identifies systems, devices and applications with potential to meet current and/or future needs

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT605 Provide leadership across the organisation	BSBMGT605B Provide leadership across the organisation	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT605 Provide leadership across the organisation

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to use interpersonal and risk management skills to:

- clearly communicate the organisation's objectives, values and standards to a range of stakeholders using appropriate media and language
- influence, support and provide resources for individuals and groups to:
  - participate in consultations and decision making processes
  - contribute to innovation and improvements
  - achieve their responsibilities and objectives
- facilitate consultative decision making processes with relevant internal and external stakeholders
- demonstrate ethical conduct and professional competence and continuing professional development
- encourage others to adopt business ethics and build their commitment to the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain business ethics and their application to leadership
- outline leadership styles and their application in supporting the organisation's mission, objectives and values
- explain the impact of legislation in providing leadership in the organisation
- explain the organisation's mission, purpose and values
- describe organisation objectives, plans and strategies
- explain organisational change processes.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulation, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes 1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyse performance reports and variance from plans for key result areas of the organisation 1.5 Identify and analyse changing trends and opportunities relevant to the organisation 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups 2.3 Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4 Accept failure of an idea during trialling and recognise, celebrate and embed success into systems 2.5 Undertake risk management and cost-benefit analysis for each option or idea approved for trial 2.6 Approve innovations through agreed organisational processes
3. Implement innovative processes	3.1 Promote continuous improvement and sustainability as essential to doing business 3.2 Address the impact of change and consequences for people and implement transition plans 3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4 Implement contingency plans in the event of non-performance 3.5 Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively 3.6 Ensure that learnings from activities are captured and managed to inform future work

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	3.7 Regularly evaluate continuous improvement systems and processes 3.8 Communicate costs and benefits of innovations and improvements to relevant groups and individuals

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.6	• Plans and implements strategies to review and improve own performance
Reading	1.1-1.5, 2.5, 2.6, 3.2-3.5, 3.7	• Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8	• Integrates information and ideas from a range of sources, utilising appropriate support materials • Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
Oral Communication	1.6, 2.1-2.4, 3.1, 3.5, 3.8	• Participates in a variety of spoken exchanges with co-workers and stakeholders when developing options and implementing the continuous improvement plan
Numeracy	1.1-1.5, 2.5, 3.3	• Selects and interprets mathematical information to analyse performance • Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes
Navigate the world of work	2.6	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment

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Interact with others	1.6, 2.1-2.4, 3.1, 3.5, 3.8	• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Recognises the importance of building rapport to establish positive and effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7	• Plans, organises, implements or reviews organisational strategies, systems and processes • Applies problem-solving processes to identify risks, evaluate options and determine solutions • Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions • Facilitates a climate in which creativity and innovation are accepted as an integral part of achieving outcomes • Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches • Actively identifies systems, devices and applications with potential to meet current and or future needs, with the help of specialists

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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BSBMGT608 Manage innovation and continuous improvement	BSBMGT608C Manage innovation and continuous improvement	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
- promote the value of creativity, innovation and sustainability and recognise successes
- support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
- plan for and implement improvements using organisation's processes for approvals, project management and change management
- facilitate effective contributions to and communications about continuous improvement and innovation
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline cost-benefit analysis methods
- describe creativity and innovation theories and concepts
- list organisational learning principles
- identify quality management and continuous improvement theories
- describe relevant risk management concepts
- outline relevant sustainability practices.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT615 Contribute to organisation development

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the creation of an organisation development plan which ensures that the organisation will become more effective over time in achieving its goals.

It applies to individuals with organisation wide responsibilities who are critically involved in shaping and focussing the organisation so that it can adapt to new technologies, challenges and markets.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop organisation development plan	1.1 Analyse strategic plans to determine organisation development needs and objectives 1.2 Consult with relevant groups and individuals to profile the organisation's culture and readiness for organisational development 1.3 Determine who will take key roles in the organisational development process and confirm their commitment 1.4 Collect and analyse data on areas of the business experiencing problems or that need realignment 1.5 Determine and agree on objectives and strategies for organisational development 1.6 Consider change management techniques required to achieve the workplace culture outcomes and build them into the organisation development plan 1.7 Develop communication/education plans to achieve communication objectives in relation to the desired work environment and desired approach to problem-solving and developmental activities
2. Implement organisation development activities	2.1 Identify and implement consultative processes to maximise participation in the organisation development process 2.2 Undertake team development and training activities to develop collaborative approaches to problem-solving and development 2.3 Facilitate groups to articulate problems and to propose means for resolving the problems 2.4 Manage conflict between individuals and/or groups to achieve consensus or agreement 2.5 Undertake interventions in accordance with the organisation development plan 2.6 Brainstorm alternative proposals and negotiate and agree on outcomes
3. Maintain organisation development program	3.1 Undertake surveys to identify any loss of support for organisational development programs and activities 3.2 Maintain regular team meetings and individual feedback in accordance with communication plan 3.3 Set out activities and interventions in the organisation development plan and maintain, evaluate and modify them as required

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	3.4 Ensure senior management reinforces organisation development program by ongoing messages of support and appropriate resource allocation 3.5 Evaluate organisation development plans in terms of costs and benefits, including opportunity costs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2	• Participates in team development and training activities to develop skills and knowledge
Reading	1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.5, 3.1, 3.2, 3.3, 3.5	• Evaluates and integrates facts and ideas while reviewing and interpreting organisational development processes
Writing	1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5	• Researches, plans and prepares documentation using vocabulary, grammatical structure and conventions appropriate to context and audience
Oral Communication	1.2, 1.3, 1.5, 2.1-2.6, 3.1, 3.2, 3.4	• Applies appropriate strategies to extract main ideas from oral texts across a range of contexts in an effort to improve organisational development
Numeracy	1.1, 1.4, 1.5, 3.5	• Selects and interprets a range of mathematical information to analyse performance, determine objectives and calculate cost-benefits of organisational development
Interact with others	1.2, 1.3, 1.5, 2.1-2.6, 3.1, 3.2, 3.4	• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Recognises the importance of supportive interaction and building rapport in order to

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		establish positive and effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction, influencing direction and taking a leadership role • Manages conflict in the workplace through the recognition of contributing factors and by implementing resolution strategies
Get the work done	1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 3.5	• Develops flexible plans for complex, high impact activities with strategic implications that involve multiple stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make decisions about organisational development • Considers whether others should be involved in decision making and, if so, uses collaborative processes • Uses analytical and lateral thinking to review current practices and develop new ideas • Actively identifies systems, devices and applications with potential to meet current and or future needs with the help of specialists

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT615 Contribute to	BSBMGT615A Contribute to	Updated to meet Standards for Training Packages	Equivalent

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organisation development	organisation development		

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Assessment Requirements for BSBMGT615 Contribute to organisation development

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information and data about the organisation and develop an organisation development plan including:
  - agreed objectives
  - change management and communications strategies
  - identified roles
- implement the development plan including:
  - developing the team
  - managing conflict
  - solving problems
- consult and communicate effectively with relevant stakeholders to:
  - determine agreed objectives and outcomes
  - manage conflict
  - monitor and promote participation in and support for the development activities
- evaluate the development plan and make adjustments as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to maximise participation in and support for organisation development including strategies or techniques for:
  - change management

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    - consultation
    - evaluating the process and outcomes
    - generating ideas and options
    - managing conflict and resolving problems
- outline theories of organisational behaviour and dynamics relevant to planning and implementing organisational development
- explain the impact of legislation on organisational development and change
- list aspects of organisation culture that can affect organisation development and explain how to address them in planning and implementation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT616 Develop and implement strategic plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish the strategic direction of the organisation, sustain competitive advantage and enhance competitiveness. It covers analysis and interpretation of relevant markets, capability assessment of the organisation and analysis of the organisation's existing and potential competitors and allies. It also covers implementation of the strategic plan and developing specific actions and initiatives that will be undertaken by people working in various roles.

It applies to individuals working in senior roles in the organisation who have responsibility for ensuring that the organisation is positioned to ensure its long-term viability and success.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm organisational vision and mission	1.1 Check with stakeholders that organisational vision and mission are still held to be current and are supported 1.2 Make any changes or refinements to vision or mission statement as required 1.3 Review or develop organisational values to support the vision and mission statement 1.4 Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1 Determine information requirements and undertake or commission research to deliver relevant information 2.2 Analyse political, economic, social, and technological developments in a global context 2.3 Seek advice from appropriate experts wherever necessary 2.4 Identify and consider strengths and weaknesses of existing and potential competitors and allies 2.5 Analyse organisation’s strengths, weaknesses, opportunities and threats 2.6 Consider cooperative ventures that are supported by risk and cost benefit analyses, are consistent with the organisational vision, mission and values and provide for due diligence 2.7 Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1 Document relevant research and background for inclusion in the strategic plan 3.2 Formulate strategic objectives and strategies needed for the future 3.3 Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4 Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1 Communicate strategic plan to all relevant parties 4.2 Brief people with a specific role in relation to strategies 4.3 Use performance indicators to monitor progress in implementing plan 4.4 Make necessary refinements to plan

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	4.5 Evaluate achievement of objectives at agreed milestones 4.6 Review effectiveness of plan and consider methods for improving strategic planning processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 4.4-4.6	• Identifies and analyses complex organisational texts to determine business requirements • Reviews, evaluates, interprets and applies content from a range of sources to aid in development of strategies
Writing	1.2, 1.3, 2.1, 2.2, 2.4-2.6, 3.1-3.3, 4.3- 4.6	• Prepares strategic plans for relevant stakeholders incorporating appropriate vocabulary, grammatical structure and conventions • Incorporates amendments to documents according to organisational requirements • Collates and compiles data to convey specific information, requirements and recommendations
Oral Communication	1.1, 1.4, 2.3, 4.1, 4.2	• Presents information and seeks advice using language and register appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	2.6, 3.2, 3.3, 4.5, 4.6	• Interprets and analyses statistical data and mathematical information to consider trends and resource implications of proposed strategies
Navigate the world of work	1.1-1.3	• Works autonomously making high level decisions to achieve and improve organisational goals

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		• Takes a lead role in the development of strategies to achieve organisational goals
Interact with others	1.1, 1.4, 2.3, 3.4, 4.1, 4.2	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Seeks feedback or expert advice where required
Get the work done	1.3, 2.1, 2.2, 2.4-2.7, 3.2, 4.3-4.6	• Develops flexible plans for complex, high impact activities with strategic implications, taking into account capabilities, efficiencies and effectiveness • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies • Evaluates outcomes to identify opportunities for improvement • Applies problem solving processes to identify risks, evaluate options and determine solutions

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT616 Develop and implement strategic plans	BSBMGT616A Develop and implement strategic plans	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT616 Develop and implement strategic plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult and communicate effectively with relevant stakeholders to:
  - confirm or revise the organisation's mission, vision and values
  - validate findings of research and analysis
  - get input to and endorsement of strategic plans
  - brief relevant parties about the plan
- analyse organisation's internal and external environment to formulate strategic plans including:
  - background and research relevant to the plan
  - legislation, regulations and codes of practice, including for intellectual property
  - objectives, strategies and priorities
  - roles and responsibilities
  - performance indicators
  - timeframes
  - consideration of co-operative ventures
  - cost-benefit and risk analysis
- seek advice from appropriate experts wherever necessary
- monitor and evaluate the implementation of the plan and make refinements as appropriate
- review effectiveness of planning processes and identify opportunities for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislation, regulations and codes of practice relevant to the organisation's strategic plan.
- give examples of risks and risk management strategies relevant to strategic planning including:
    - intellectual property rights and responsibilities
    - other risks
- outline strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
- identify internal and external sources of information relevant to the organisation's market, competitors, customer base, vision, values and capabilities
- outline techniques for developing organisational values.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMGT617 Develop and implement a business plan

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Develop business plan	1.1 Review and evaluate pre-existing strategic, business and operational plan, if available 1.2 Analyse and interpret business vision, mission, values and objectives 1.3 Consult with key stakeholders 1.4 Review market requirements for the product or service, profile customer needs and research pricing options 1.5 Develop performance objectives and measures through consultation with key stakeholders 1.6 Identify financial, human and physical resource requirements for the business 1.7 Consider any permits or licences that may be required for new activity 1.8 Write business plan
2. Monitor performance	2.1 Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2 Ensure skilled labour is available to implement plan 2.3 Test performance measurement systems and refine, if necessary 2.4 Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5 Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1 Analyse performance reports against planned objectives 3.2 Review performance indicators and refine if necessary 3.3 Ensure groups and individuals contributing to under-performance are coached, and provide training where appropriate 3.4 Review system processes and work methods regularly as part of continuous improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.4, 1.7, 2.3, 3.1, 3.2, 3.4	• Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance • Utilises understanding of distinguishing structures and features of a range of text as well as recognising and reflecting on context, purpose and audience
Writing	1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.5, 3.2, 3.3, 3.4	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares business plan for relevant stakeholders
Oral Communication	1.3, 1.5, 2.1, 3.3	• Presents information and seeks advice using language and features appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.1, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 3.1, 3.2	• Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
Navigate the world of work	1.7	• Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation
Interact with others	1.3, 1.5, 2.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Provides support in field of expertise to colleagues, as required

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Get the work done	1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT617 Develop and implement a business plan	BSBMGT617A Develop and implement a business plan	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMGT617 Develop and implement a business plan

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans
- write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas
- implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate
- monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce
- consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers
- provide an analysis of the strengths and weaknesses of a business plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline processes for developing business plans
- describe performance objectives and measures including key performance indicators
- identify key stakeholders.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- appropriate documentation and resources normally used in the workplace
- strategic, business and operational plans
- business information and data
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMKG413 Promote products and services

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan promotional activities	1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation 1.3 Determine overall promotional objectives in consultation with designated individuals and groups 1.4 Ensure that timelines and costs for promotion of activities are realistic and consistent with budget resources 1.5 Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4 Use networks to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2 Assess effectiveness of planning processes to identify possible improvements in future activities 3.3 Collect feedback and provide to personnel and agencies involved in promotional activity 3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 3.1	• Interprets, analyses and collates textual information relevant to promotional activities from a range of sources
Writing	1.2, 1.5, 2.3, 3.1, 3.3, 3.5	• Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements
Oral Communication	1.3, 2.3, 3.3, 3.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning • Uses clear and specific language to clarify, explain and present information relating to the promotional activity
Numeracy	1.4, 1.5, 3.1, 3.3, 3.4, 3.5	• Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Navigate the world of work	1.1	• Adheres to legislative requirements and organisational policies and procedures
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	• Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information • Recognises the importance of building rapport to establish and maintain positive working relationships
Get the work done	1.2, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses systematic, analytical processes in complex, non-routine situations, gathering relevant information and identifying and evaluating options against agreed requirements • Evaluates effectiveness of decisions in terms of how well they meet stated goals

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		• Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMKG413 Promote products and services

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the context for the promotional activities including:
  - relevant legislation/regulations
  - organisation's goals, objectives, systems, policies and procedures
  - budget and timelines
  - marketing needs and, if defined, marketing plans
  - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
  - allocation of personnel, roles and responsibilities
  - sourcing other resources and promotional products as appropriate
  - use of networks and relationships
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation as relevant to the marketing plan
- outline the planning processes for organising promotional activities

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- explain the organisation's marketing objectives and how they support the overall business objectives
- explain how common promotional activities could be used to support the marketing objectives with reference to
    - advertising
    - client functions
    - employee functions
    - media announcements
    - product launches
    - web pages.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMKG514 Implement and monitor marketing activities

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply and observe marketing plan objectives and action necessary improvements.

It applies to individuals who possess a sound theoretical knowledge base in advertising management, and demonstrate a range of managerial skills. In this role, they usually lead and coordinate a marketing team, implement a marketing plan, monitor performance of marketing strategies and evaluate their effectiveness.

They also involve team members in identifying improvements for marketing strategies and formulating recommendations for future marketing activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement marketing strategies and tactics	1.1 Brief stakeholders who participated in the marketing planning process on their implementation roles and responsibilities 1.2 Identify and brief marketing and non-marketing personnel critical to success of the marketing plan, on objectives, performance measures, and their roles and responsibilities 1.3 Prioritise marketing strategies and identify resources for their implementation, in accordance with organisational requirements 1.4 Implement communication and team building strategies to ensure personnel responsible for each element of the marketing mix work together to meet the organisation's marketing objectives 1.5 Implement strategies for monitoring marketing activities and analysing marketing performance, in accordance with marketing plan
2. Monitor marketing strategies and tactics	2.1 Monitor and implement promotional activity against communication objectives in the marketing plan 2.2 Monitor product, pricing and distribution decisions against organisational policy and objectives of the marketing plan 2.3 Monitor marketing results against targets in the marketing plan 2.4 Monitor marketing revenue and costs against budget, and analyse record variations 2.5 Prepare and present marketing reports indicating ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1 Regularly assess marketing performance against objectives 3.2 Identify opportunities for improvement through discussion with customers and personnel responsible for each element of marketing mix 3.3 Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4 Document recommendations for improvement in accordance with organisational requirements 3.5 Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.3-1.5, 2.1-2.4, 3.1, 3.4	• Identifies and evaluates textual information to determine business achievements against workplace objectives
Writing	1.1, 1.2, 2.5, 3.4, 3.5	• Uses clear, accurate and relevant language to organise and record information and complete workplace documentation
Oral Communication	1.1, 1.2, 1.4, 1.5, 2.5, 3.2, 3.5	• Participates in verbal exchanges using appropriate language and non-verbal features • Elicits views and opinions of others using active listening and questioning
Numeracy	1.3, 2.2-2.4	• Uses mathematical techniques to analyse marketing performance, resource availability, revenue and cost
Navigate the world of work	1.3-1.5, 2.1-2.3, 2.5, 3.1, 3.4	• Monitors adherence to organisational policies and objectives and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.1, 1.2, 1.4, 1.5, 2.5, 3.2, 3.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 3.3	• Develops plans and uses effective time management and organisational skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating several choices against a limited set of criteria

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		• When dealing with complex issues identifies cause of the problem, and uses analytical processes to generate possible solutions

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG514 Implement and monitor marketing activities	BSBMKG514A Implement and monitor marketing activities	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMKG514 Implement and monitor marketing activities

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- successfully implement marketing strategies identified in an organisation's marketing plan
- coordinate personnel involved in conducting marketing activities
- monitor, evaluate and report on marketing activities against defined objectives
- modify marketing activities in line with new or emerging trends.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisational strategic and marketing objectives, plans and performance measures
- summarise principles of marketing mix
- explain key provisions of relevant legislation, codes of practice and national standards affecting marketing operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- organisational and marketing strategic plans
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMKG521 Plan and implement sponsorship and event marketing

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to propose and implement sponsorships and events for specific brands/products.

It applies to individuals who are responsible for attracting a brand's target audience to increase brand involvement. Individuals work across a variety of industries and possess a sound theoretical knowledge base, and demonstrate a range of managerial skills to ensure business activities are conducted legally and effectively.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate sponsorship and event marketing opportunities	1.1 Research and identify sponsorship and event marketing opportunities 1.2 Analyse advantages and disadvantages of a range of sponsorships and events 1.3 Identify target audience for potential sponsorship and event marketing, and analyse motivation 1.4 Identify legal, cultural and ethical requirements related to sponsorship and event marketing 1.5 Use a range of criteria to select sponsorships and events which would be effective for marketing to the target audience
2. Plan sponsorship and event marketing	2.1 Develop and record objectives and purpose of sponsorship and event marketing 2.2 Analyse and record how sponsorships and events fit with other marketing strategies and business objectives 2.3 Calculate costs of chosen sponsorships and events, and establish a budget 2.4 Plan timelines for implementation and continuation of sponsorships and events 2.5 Produce and present a sponsorship and event marketing proposal in a format appropriate to the organisation
3. Initiate implementation of sponsorships and events	3.1 Initiate negotiations required to proceed with sponsorships and events 3.2 Draft contracts for sponsorships and events under guidance of relevant experts 3.3 Assemble required resources to implement sponsorship and event marketing 3.4 Brief key staff on their required input to sponsorships and events and schedule work
4. Monitor and evaluate sponsorships and events	4.1 Identify and use evaluation criteria to determine effectiveness of sponsorships and event marketing arrangements 4.2 Develop a range of methods to evaluate effectiveness 4.3 Recommend modifications to sponsorship and event marketing arrangements in line with evaluation

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	4.4 Record improvement opportunities discovered during evaluation, to be used for current and future sponsorship and event marketing plans

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.2, 4.1, 4.2	• Identifies and analyses complex text to identify sponsorship and marketing opportunities
Writing	2.1, 2.2, 2.5, 3.2, 4.2, 4.4	• Prepares detailed documentation using appropriate terminology and format to convey clear messages to team members and relevant stakeholders
Oral Communication	1.3, 2.5, 3.1, 3.2, 3.4, 4.3	• Participates in verbal exchanges using appropriate language and non-verbal features • Uses active listening and questioning to confirm understanding
Numeracy	2.3, 2.4	• Uses mathematical skills to develop budgets and calculate work timeframes
Navigate the world of work	1.4, 2.2	• Understands own legal rights and responsibilities and extends this understanding across cultural and ethical protocols • Adheres to organisational policies and objectives and considers own role for its contribution to broader goals of work environment
Interact with others	2.5, 3.1, 3.2, 3.4, 4.3	• Cultivates relationships with people with the knowledge, skills and influence to get things done or provide support, building formal and informal networks within and beyond immediate work context • Recognises importance of taking audience, purpose and contextual factors into account

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		when making decisions about what to communicate with whom, why and how
Get the work done	1.1-1.3, 1.5, 2.2, 2.4, 3.3, 4.1, 4.2, 4.4	• Develops plans for sponsorships and events using effective organisational skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating several choices against a set of criteria • When dealing with complex issues, identifies the cause of the problem, and uses analytical processes to generate possible solutions • Uses each experience to reflect on opportunities for improvements in future

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG521 Plan and implement sponsorship and event marketing	BSBMKG521A Plan and implement sponsorship and event marketing	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMKG521 Plan and implement sponsorship and event marketing

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- show development of a sponsorship and event marketing plan that includes:
  - objectives and purpose of strategy
  - a comprehensive rationale
  - a detailed budget
  - an implementation plan
  - methods to measure effectiveness
- implement a sponsorship AND an event marketing strategy, including draft contracts and evidence of negotiations
- evaluate success of sponsorship and event marketing strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain different sponsorships and events suitable for marketing in own context
- outline methods of evaluating effectiveness of sponsorship and event marketing strategies
- explain sources of advice available on contract requirements for sponsorship and event marketing.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

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- office equipment and resources
- relevant workplace documents and dat
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBMKG610 Develop, implement and monitor a marketing campaign

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to design marketing campaigns, to implement campaigns and to analyse success of a campaign.

It applies to individuals who possess a sound theoretical knowledge base and who support enterprise or client marketing interests by undertaking a unique set of resourcing, planning and implementation activities.

Depending on size and structure of the organisation, this role generally applies to a person with managerial responsibility, or specialist staff such as a campaign or operations manager.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Design campaign	1.1 Identify critical campaign design features from business needs and objectives 1.2 Develop campaign objectives 1.3 Identify required campaign resources 1.4 Establish appropriate organisational, team and individual targets 1.5 Develop campaign procedures for all relevant parties 1.6 Confirm campaign design by consulting with stakeholders 1.7 Identify technical requirements to support campaign 1.8 Ensure campaign design complies with relevant legislation and regulatory codes
2. Implement campaign and monitor outcomes	2.1 Use project management tools effectively 2.2 Establish real-time campaign monitoring and reporting 2.3 Accurately analyse campaign results at regular intervals 2.4 Conduct effective campaign debriefing with staff and key stakeholders
3. Analyse fulfilment processes	3.1 Map existing fulfilment processes 3.2 Collect comprehensive data on campaign fulfilment performance 3.3 Conduct effective process improvement analysis 3.4 Establish appropriate new processes or standards 3.5 Specify and establish an appropriate tracking mechanism
4. Present campaign results to relevant business units	4.1 Conduct an effective written and oral presentation 4.2 Focus on critical aspects of campaign in the presentation 4.3 Clearly communicate required action to other parties 4.4 Communicate and resolve campaign process concerns and issues

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5. Prepare campaign cost–benefit analysis	5.1 Collect relevant campaign data 5.2 Accurately calculate cost of calls and other transactions 5.3 Accurately assess immediate and longer-term financial gains of campaign 5.4 Communicate appropriate performance and financial results to relevant parties

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.8, 2.3, 3.2, 3.3, 5.1	• Identifies and analyses complex text to determine legislative, regulatory and all related business requirements
Writing	1.2, 1.4, 1.5, 2.2, 3.1-3.5, 4.1-4.4, 5.4	• Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations
Oral Communication	1.6, 2.4, 4.1-4.4, 5.4	• Uses listening and questioning to confirm understanding of requirements • Participates in a verbal exchange of ideas/solutions and uses appropriate, detailed and clear language to address key personnel and to disseminate information
Numeracy	1.3, 5.2-5.4	• Uses mathematical skills to manage budgetary resources, analyse data and determine financial gains
Navigate the world of work	1.1, 1.8	• Understands and adheres to organisational policies and objectives and legal requirements • Is highly autonomous, taking responsibility and ownership for most or all aspects of own work
Interact with others	1.6, 2.4, 4.1- 4.4, 5.4	• Recognises importance of taking audience, purpose and contextual factors into account

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		when making decisions about what to communicate with whom, why and how • Fosters a collaborative culture within own sphere of influence, facilitating a sense of trust, commitment and cohesion
Get the work done	1.1-1.5, 1.7, 2.1, 2.2, 3.1-3.5, 4.4, 5.1, 5.3	• Takes responsibility for planning and scheduling tasks required to design and implement campaigns • Uses formal processes to identify key information and issues, evaluate alternative strategies, anticipate consequences and consider implementation issues and contingencies • Takes responsibility for high-impact decisions in complex situations involving many variables and constraints • Uses digital tools to access and organise complex data and analyse multiple sources of information for strategic purposes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG610 Develop, implement and monitor a marketing campaign	BSBMKG610A Develop, implement and monitor a marketing campaign	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBMKG610 Develop, implement and monitor a marketing campaign

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- design, implement, control, monitor and review a marketing campaign
- apply relevant legislation, regulatory and organisational requirements appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain business objectives and requirements
- outline campaign design and evaluation principles
- summarise competitor activity and products/services
- identify customer contact technology and databases
- outline legislation, regulatory and organisational requirements
- explain methods of operational and business planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG511 Manage project scope

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine and manage project scope. It involves obtaining project authorisation, developing a scope management plan, and managing the application of project scope controls.

It applies to individuals responsible for managing and leading a project in an organisation, business or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Conduct project authorisation activities	1.1 Develop and confirm procedures for project authorisation with an appropriate authority 1.2 Obtain authorisation to expend resources 1.3 Confirm project delegations and authorities in project governance arrangements
2. Define project scope	2.1 Identify, negotiate and document project boundaries 2.2 Establish measurable project benefits, outcomes and outputs 2.3 Establish a shared understanding of desired project outcomes with relevant stakeholders 2.4 Document scope management plan
3. Manage project scope control process	3.1 Implement agreed scope management procedures and processes 3.2 Manage impact of scope changes within established time, cost and quality constraints according to change control procedures 3.3 Identify and document scope management issues and recommend improvements for future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance criteria	Description
Reading	1.3, 2.1, 3.1, 3.2	• Interprets and analyses information from a range of complex texts
Writing	1.1-1.3, 2.1-2.4, 3.3	• Develops project documentation and procedures using formats and language appropriate to context
Oral Communication	1.1-1.3, 2.1-2.3, 3.3	• Participates in discussions and negotiations using clear language and appropriate non-verbal features • Uses active listening and questioning to elicit views and opinions of others
Numeracy	2.2, 3.2	• Interprets numerical information to determine project timelines and measure outcomes against project scope

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Navigate the world of work	1.3, 3.1, 3.2	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.1-1.3, 2.1, 2.3, 3.3	• Identifies and uses appropriate conventions and protocols when communicating with diverse stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in negotiating and facilitating agreement
Get the work done	1.1, 2.1, 2.2, 3.1, 3.2, 3.3	• Sequences and schedules complex activities, monitors implementation and manages relevant communications • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Uses experience to reflect on ways variables impact outcomes and identify future improvements

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG511 Manage project scope	BSBPMG511A Manage project scope	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG511 Manage project scope

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- complete project authorisation activities
- collaborate with stakeholders to produce a scope-management plan
- implement scope-management plan according to procedures
- review and document scope-management implementation and recommend improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify components of a project scope-management plan
- describe factors likely to impact the project scope
- explain formal change-control processes
- describe methods for measuring work outcomes and progress against plans
- describe methods for segmenting and documenting a work breakdown structure
- identify and describe problem areas likely to be encountered in scope management
- explain procedures for reporting scope change
- explain project life cycle and the significance of scope management
- identify project management tools used for managing scope
- outline roles and responsibilities of project manager in relation to project planning
- identify types of project initiation documentation.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- workplace documentation used to document and manage project scope
- examples of feedback from project stakeholders regarding management of project scope
- case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG512 Manage project time

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage time during projects. It involves determining and implementing the project schedule, and assessing time management outcomes.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine project schedule	1.1 Develop work breakdown structure with sufficient detail to enable effective planning and control 1.2 Estimate duration and effort, sequence and dependencies of tasks, to achieve project deliverables 1.3 Use project scheduling tools and techniques to identify schedule impact on project time management, resource requirements, costs and risks 1.4 Contribute to achieving an agreed schedule baseline and communication of the schedule to stakeholders
2. Implement project schedule	2.1 Implement mechanisms to measure, record and report progress of activities according to agreed schedule 2.2 Conduct ongoing analysis to identify baseline variance 2.3 Analyse and forecast impact of changes to the schedule 2.4 Review progress throughout project life cycle and implement agreed schedule changes 2.5 Develop responses to potential or actual schedule changes and implement them to maintain project objectives
3. Assess time management outcomes	3.1 Review schedule performance records to determine effectiveness of time management activities 3.2 Identify and document time management issues and recommend improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance criteria	Description
Reading	1.1, 2.1-2.4, 3.1	• Identifies, interprets and analyses textual information obtained from a range of sources
Writing	1.1, 2.1, 2.4, 2.5, 3.2	• Drafts and develops documentation required for project scheduling and reporting using appropriate formats and language
Oral Communication	1.4, 2.5	• Participates in a verbal exchanges using clear and detailed language and appropriate non-verbal features to convey expectations and advise others on progress

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Numeracy	1.1, 1.2, 1.3, 1.4, 2.1-2.5	• Calculates time requirements for project scheduling • Uses basic mathematical formula to determine costs and other necessary resources
Interact with others	1.4, 2.5	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience
Get the work done	1.1-1.4, 2.1-2.5, 3.1, 3.2	• Plans and schedules complex activities, monitors implementation and manages relevant communication • Monitors actions against goals, adjusting plans and resources where necessary • Uses analytical skills to review and evaluate process and decide on future improvements • Uses digital applications to access, organise, integrate and share relevant information in effective ways

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG512 Manage project time	BSBPMG512A Manage project time	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG512 Manage project time

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a project schedule using project management tools and techniques
- implement, analyse and monitor a project schedule
- conduct a review of project scheduling and recommend improvements for the future.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain estimation techniques to determine task duration and resource effort
- explain procedures for identifying critical path
- explain procedures for managing project baselines, establishment and variance
- summarise project life cycle phases and describe each phase
- explain best-practice time management methodologies, their capabilities, limitations, applications and outcomes
- summarise key tools for project scheduling
- explain work breakdown structures and application to project schedules.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to workplace documentation, including:

- examples of project schedules, reports and feedback from project stakeholders regarding time management
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG513 Manage project quality

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.2. Version created to correct missing element
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage quality within projects. It involves determining quality requirements, implementing quality control and assurance processes, and using review and evaluation to make quality improvements in current and future projects.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine quality requirements	1.1 Determine quality objectives and standards with input from stakeholders 1.2 Document, in a quality management plan, quality metrics for the project and product output 1.3 Select established quality management methods, techniques and tools to resolve quality issues 1.4 Distribute, discuss and support quality requirements with project team and stakeholders 1.5 Include agreed quality requirements in the project management plan, and implement as basis for performance measurement
2. Implement quality processes	2.1 Undertake quality assurance audit of project processes for compliance with agreed plans 2.2 Assess quality control of project and product output according to agreed quality specifications 2.3 Identify causes of variance to quality metrics and undertake remedial action 2.4 Maintain a quality management system to enable accurate and timely recording of quality audit data
3. Implement project quality improvements	3.1 Review processes and implement agreed changes continually throughout the project life cycle to ensure continuous quality improvement 3.2 Review project outcomes against performance requirements to determine the effectiveness of quality-management processes and procedures 3.3 Identify and document lessons learned and recommended improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	1.1, 1.2, 2.1, 2.2, 3.1-3.3	• Interprets, analyses and assesses textual information obtained from a range of sources and determines how content may be applied to requirements
Writing	1.2, 1.5, 2.1, 2.4, 3.3	• Develops and documents quality requirements for project plan • Records results of quality audits according to organisational requirements
Oral Communication	1.1, 1.4	• Participates in a verbal exchanges using clear language and appropriate non-verbal features to provide and seek relevant information • Uses active listening and questioning techniques to elicit views and opinions of others
Numeracy	1.1, 1.2, 2.2, 2.3	• Interprets information to determine measurable objectives • Interprets numerical information to measure outcomes against objectives
Navigate the world of work	1.1	• Takes responsibility for identifying and following policies, procedures and standards
Interact with others	1.1, 1.4	• Selects and uses appropriate communication practices in a range of work contexts • Collaborates with others to foster shared understanding of quality requirements
Get the work done	1.3, 1.5, 2.1, 2.2-2.4, 3.1-3.3	• Sequences and schedules complex activities, monitors actions against goals, adjusting plans and resources where necessary • Uses analytical skills to review and evaluate process and decide on future improvements • Uses digital applications to access, organise, integrate and share relevant information in effective ways

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG513 Manage project quality	BSBPMG513A Manage project quality	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG513 Manage project quality

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.2. Version created to correct missing element
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with others to decide a project's quality requirements
- document a quality-management plan
- implement quality control and assurance processes for a defined project using a range of tools and methodologies
- review outcomes and recommend process improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain quality management theory
- explain relevant standards that apply in the organisation
- describe quality assurance and control techniques, key tools and methodologies
- describe roles and responsibilities of quality management personnel
- explain methods for managing continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation including quality criteria, evidence of quality monitoring and improvement practices
- case studies or, where possible, real situations
- Interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG514 Manage project cost

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify, analyse and refine project costs to produce a budget, and to use this budget as the principal mechanism to control project cost.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine project costs	1.1 Determine resource requirements for individual tasks identified in the work breakdown structure, with input from stakeholders and guidance from others 1.2 Estimate project costs to enable project budget to be prepared within agreed tolerances 1.3 Develop a project budget 1.4 Develop a cost-management plan, within delegated authority, to ensure clarity of understanding and ongoing management of project finances
2. Monitor and control project costs	2.1 Implement agreed financial-management processes and procedures to monitor actual expenditure against budget 2.2 Select and use cost-analysis methods and tools to identify cost variations and evaluate alternative actions 2.3 Implement and monitor agreed actions to maintain financial objectives 2.4 Provide accurate and timely financial reports
3. Complete cost-management processes	3.1 Conduct appropriate activities to signify financial completion 3.2 Review project outcomes using available records to determine effectiveness of project cost management 3.3 Review cost-management issues and document improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance criteria	Description
Reading	1.1, 1.2, 2.2, 3.2, 3.3	• Interprets and analyses textual information from a range of sources • Reviews, compares and contrasts information related to budget
Writing	1.3, 1.4, 2.4, 3.3	• Drafts and develops documents using appropriate format and language for context
Oral Communication	1.1	• Participates in verbal exchanges using clear language and appropriate tone and syntax to provide relevant information

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		• Uses active listening and questioning to elicit views and opinions of others
Numeracy	1.1-1.4, 2.1, 2.2, 2.4, 3.1, 3.2	• Uses mathematical formulae to calculate resources against predetermined budgets, solve variances and finalise project costs
Navigate the world of work	1.4, 2.1	• Adheres to organisational policies and procedures and understands responsibilities of own role
Interact with others	1.1	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to confirm requirements, seek guidance or share information
Get the work done	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2, 3.3	• Plans and schedules complex activities, monitors implementation and manages relevant communication • Monitors actions against goals, adjusting plans and resources where necessary • Uses analytical skills to review and evaluate process and decide on future improvements • Uses digital applications to access, organise, integrate and share relevant information in effective ways

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG514 Manage project cost	BSBPMG514A Manage project cost	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG514 Manage project cost

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work closely with others to determine resources against budgetary frameworks
- prepare a budget and cost-management plan for a project
- monitor costs across a project's life cycle including solving cost variations and analysing possible alternatives
- record expenditure, create accurate financial reports and review cost-management processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain appropriate budgeting processes, tools and techniques
- describe methods and tools for costing and cost analysis
- explain strategies for managing costs and their application in different situations
- outline processes for reviewing costs against outcomes
- summarise key organisational policies and procedures applicable to this role.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- workplace documentation, including budgets and other financial documents
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG515 Manage project human resources

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage human resources related to projects. It involves planning for human resources, implementing personnel training and development, and managing the project team.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan human resources relevant to projects	1.1 Determine resource requirements for individual tasks to determine required project personnel levels and competencies 1.2 Establish project organisation and structure to align individual and group competencies with project tasks 1.3 Allocate personnel to the project to meet planned work outputs throughout project timeline 1.4 Apply human resources management (HRM) methods, techniques and tools to support engagement and performance of personnel
2. Implement project personnel training and development	2.1 Negotiate, define and communicate clear project role descriptions 2.2 Identify, plan and implement ongoing development and training of project team members to support personnel and project performance 2.3 Measure individuals' performance against agreed criteria and initiate actions to overcome shortfalls in performance
3. Lead project team	3.1 Implement processes and take action to improve individual performance and overall project effectiveness 3.2 Monitor and report, for remedial action, internal and external influences on individual and project team performance and morale 3.3 Implement procedures for interpersonal communication, counselling, and conflict resolution to maintain a positive work environment 3.4 Identify and manage inter-project and intra-project resource conflict to minimise impact on achievement of project objectives
4. Finalise human resource activities related to projects	4.1 Disband project team according to organisational policies and procedures 4.2 Identify and document human resource issues and recommended improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance criteria	Description

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Reading	1.1, 1.2, 2.3, 3.3, 4.1	• Interprets textual information obtained from a range of sources and determines how content may be applied to requirements
Writing	1.1-1.3, 2.1-2.3, 3.1, 3.2, 4.2	• Develops plans, role descriptions and reports using clear, specific and industry-related terminology, appropriate structures and conventions • Documents personnel requirements, results of performance measurements and improvement recommendations
Oral Communication	1.3, 1.4, 2.1, 3.1, 3.3, 3.4	• Participates in verbal exchanges using clear language and appropriate non-verbal features • Uses active listening and questioning to elicit views and opinions of others and confirm understanding
Numeracy	1.1, 2.3, 3.4	• Uses mathematical formulae to calculate resources against project requirements and to measure work output against predetermined criteria
Navigate the world of work	3.3, 4.1	• Understands and adheres to organisational policies and procedures
Interact with others	1.3, 1.4, 2.1, 2.3, 3.1, 3.3, 3.4	• Collaborates with co-workers to negotiate and facilitate shared understanding of individual roles and group objectives • Manages workplace conflict by recognising contributing factors and implementing resolution strategies
Get the work done	1.1-1.4, 2.2, 2.3, 3.1, 3.2, 3.4, 4.2	• Develops plans to identify project responsibilities and needs, and allocate project personnel, with an awareness of how this contributes to overall project goals • Uses analytical skills to review performance and decide on actions needed • Reflects on how variables impact outcomes to gain insights into concepts that may be adapted in future situations

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG515 Manage project human resources	BSBPMG515A Manage project human resources	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG515 Manage project human resources

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and allocate human resources to a project
- identify and organise project personnel training and development
- manage project personnel to achieve project outcomes
- apply human resource management (HRM) methods, techniques and tools to the project.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise human resource management (HRM) methods, techniques and tools
- explain strategies for managing project human resources and their application to different situations
- explain processes used to measure individuals' performance against agreed criteria
- explain techniques for managing and improving performance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG516 Manage project information and communication

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to link people, ideas and information at all stages in the project life cycle. Project communication management ensures timely and appropriate generation, collection, dissemination, storage and disposal of project information through formal structures and processes.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan information and communication processes	1.1 Identify, analyse and document information requirements, with input from stakeholders, as the basis for communication planning 1.2 Develop, within delegated authority, an agreed communication management plan to support achievement of project objectives 1.3 Establish and maintain a designated project-management information system to ensure quality, validity, timeliness and integrity of information and communication
2. Implement project information and communication processes	2.1 Manage generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders 2.2 Implement, modify, monitor and control designated information-validation processes to optimise quality and accuracy of data 2.3 Implement and maintain appropriate communication networks 2.4 Identify and resolve communication and information-management system issues
3. Assess information and communication outcomes	3.1 Finalise and archive records according to agreed project information ownership and control requirements 3.2.Review project outcomes to determine effectiveness of management information and communication processes and procedures 3.3 Identify and document lessons learned and recommended improvements for application in future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance criteria	Description
Reading	1.1-1.3, 3.1, 3.2	• Interprets and analyses complex texts from a range of sources
Writing	1.1-1.3, 2.1, 2.2, 3.1, 3.3	• Develops project documents using vocabulary, structure and conventions appropriate to text

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Oral Communication	1.1, 1.2	• Participates in verbal exchanges using clear language and appropriate non-verbal features • Uses active listening and questioning to confirm understanding and agreement
Navigate the world of work	1.2	• Understands responsibilities and boundaries of own role
Interact with others	1.1, 1.2	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format and content to suit purpose and audience
Get the work done	1.1-1.3, 2.1, 2.2, 2.3, 2.4, 3.2	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses problem-solving techniques to analyse and resolve issues • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to access, organise and analyse complex data

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG516 Manage project information and communication	BSBPMG516A Manage project information and communication	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG516 Manage project information and communication

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a communication management plan and an information system for a specific project
- implement a project information system with a systematic approach to storage, searching, retrieval and archiving of relevant information
- implement and maintain communication processes
- review project outcomes and document suggestions for improvements to managing project information and communication for future projects.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain alternative communication methods and media and their application on various projects
- identify effective project-management information systems and their various applications
- explain methods used to evaluate information systems and communication processes.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project communication and information management documentation
- examples of how communication was managed on projects

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- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG519 Manage project stakeholder engagement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage stakeholder relationships.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and address stakeholder interests	1.1 Identify stakeholders relevant to project objectives

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	1.2 Segment stakeholder interests and determine forms of engagement 1.3 Consider interests of stakeholders when considering and advising on project management issues 1.4 Identify and implement actions to address differing interests where required
2. Manage effective stakeholder engagement	2.1 Support development of team members' interpersonal skills in effective stakeholder engagement 2.2 Distribute team work effectively to ensure defined project roles are followed 2.3 Identify and clarify stakeholder behavioural expectations, where required 2.4 Openly lead stakeholder performance reviews 2.5 Identify and address individual development needs and opportunities to support stakeholder engagement
3. Manage stakeholder communications	3.1 Determine and document stakeholder communication needs 3.2 Ensure relevant stakeholders agree to communication method, content and timing of engagement 3.3 Communicate information as planned and in line with authority levels, identifying and addressing variances

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2	• Recognises and interprets workplace documentation to determine pertinent information
Writing	1.1, 1.2, 3.1, 3.3	• Documents information about stakeholder interests and communication needs using appropriate vocabulary and formats
Oral Communication	1.3, 2.1, 2.3, 2.4, 2.5, 3.2, 3.3	• Participates in verbal exchanges using clear and detailed language to provide and seek information

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		• Uses active listening and questioning to confirm understanding
Navigate the world of work	3.3	• Understands and works according to role parameters
Interact with others	2.1-2.5, 3.2, 3.3	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format and content to suit purpose and audience • Collaborates with others to achieve joint outcomes, playing an active role in facilitating and leading activities
Get the work done	1.1-1.4, 2.3, 3.1, 3.3	• Takes responsibility for decisions in complex situations involving multiple variables and constraints • Uses analytical skills to identify and address problems

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG519 Manage project stakeholder engagement	BSBPMG519A Manage project stakeholder engagement	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG519 Manage project stakeholder engagement

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement stakeholder engagement for a project of sufficient complexity to demonstrate the full range of performance requirements
- implement a range of appropriate stakeholder communication mechanisms for a project
- demonstrate effective team leadership for project team and stakeholders.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify common problems leading to variances in stakeholder engagement
- explain and analyse interests and expectations of stakeholders
- describe levels and means of stakeholder engagement
- identify and explain stakeholder engagement theory and strategies
- describe types of project stakeholders.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- examples of project management documentation for stakeholder engagement
- records of project team leadership in stakeholder engagement activities
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG520 Manage project governance

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish and implement project governance. It involves identifying, applying, monitoring and reviewing project governance.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify project management structure	1.1 Determine organisational governance policies, procedures and expectations of project stakeholders 1.2 Negotiate clear and discrete project governance roles and responsibilities with relevant authorities 1.3 Establish delegated authorities for project decision-making 1.4 Identify and record differences between the organisation's functional authorities and project authorities 1.5 Adopt, document and communicate unambiguous governance plan to relevant stakeholders
2. Apply project governance policies and procedures	2.1 Distribute and present information on governance planning to project team and other relevant stakeholders and ensure common understanding 2.2 Include delegated authorities within role and project position descriptions 2.3 Moderate conflicts regarding roles, responsibilities and authorities to support achievement of project objectives 2.4 Regularly report to the organisation and project authorities on performance and issues arising from governance arrangements
3. Monitor and review project governance	3.1 Analyse and review project governance impact on achieving project objectives 3.2 Document lessons learned and recommendations to assist future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance criteria	Description
Reading	1.1, 1.4, 2.3, 3.1	• Evaluates and critiques ideas and information from a range of sources and determines how content may be applied according to organisational requirements
Writing	1.4, 1.5, 2.2, 2.4, 3.2	• Records data according to organisational requirements

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		• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text
Oral Communication	1.2, 1.5, 2.1, 2.3, 2.4	• Participates in a range of verbal exchanges using clear and detailed language to provide relevant information • Uses active listening and questioning to confirm understanding
Navigate the world of work	1.1, 2.4	• Recognises and responds to explicit and implicit organisational procedures and protocols
Interact with others	1.1, 1.2, 1.5, 2.1, 2.3, 2.4	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and agreement • Manages conflict in workplace through recognising contributing factors and implementing resolution strategies
Get the work done	1.1, 1.3, 1.4, 2.3, 3.1, 3.2	• Organises time and effort around priorities and results, focusing beyond immediate tasks to consider work performance of group • Takes responsibility for high-impact decisions in complex situations • Recognises and addresses complex problems involving multiple variables • Uses experience to reflect on how variables impact decision outcomes, and to gain insights into effective decision-making in different contexts

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG520 Manage project governance	BSBPMG520A Manage project governance	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG520 Manage project governance

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- devise and implement a governance plan, with an appropriate project management structure for a project of sufficient complexity to demonstrate the full range of performance requirements
- demonstrate effective team leadership within context of project governance
- monitor and evaluate a project governance structure.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain escalation and issues management models
- describe frameworks for authority delegations
- identify and analyse organisation or industry governance models in context of the project
- describe project governance plans
- explain methods to moderate and solve conflicts in context of project management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Project Management field of work and include access to:

- examples of project governance documentation
- records of governance implementation in stakeholder and team activities.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG522 Undertake project work

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy

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	4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan 5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding

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Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
    - lines of authority and approvals
    - quality assurance
    - human resources
    - budgets and finance
    - recordkeeping
    - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG601 Direct the integration of projects

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to direct the integration of all functions of project management in a program or multiple-project context, as well as directing the internal project environment to meet external needs and expectations, and directing projects within a program throughout their life cycle.

It applies to individuals who are program managers, managing a suite of projects (a program).

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Direct integration of all functions of project management	1.1 Support project managers in project stakeholder analysis to determine influence of others on project outcomes 1.2 Analyse, rationalise and integrate requirements of all projects, and inter-relationships of project management functions, to determine agreed, achievable program objectives that align to organisational goals, strategies and objectives as stated in strategic planning documentation 1.3 Review, rationalise and, when approved, integrate project plans into a structured, cohesive program plan for program management 1.4 Derive integrated program-control mechanisms from project plans, to establish program-control requirements 1.5 Use project plans to develop consolidated program budgets, schedules and interdependencies, and to identify program risks
2. Direct internal project environment to meet external needs and expectations	2.1 Ensure project managers' work is conducted effectively throughout multiple, aligned project life cycles 2.2 Establish and maintain links to direct alignment between projects and organisational objectives within the program 2.3 Evaluate project proposals (scope definitions) against organisation’s strategic objectives 2.4 Coordinate and direct conflicting requirements of individual projects to achieve program objectives 2.5 Modify, where necessary, individual project objectives to achieve overall program objectives 2.6 Coordinate impact of external environmental influences on individual projects to achieve program objectives
3. Direct projects throughout project life cycles	3.1 Direct all project managers to provide project phases, approval points, review points and other milestones, to allow program integration 3.2 Establish project baselines and report progress in relation to these baselines, to measure program performance throughout business reporting cycle 3.3 Progressively review project baselines to ensure nominated benefits are consistent with organisational expectations 3.4 Direct finalisation plans, procedures and activities to ensure final outcomes are met, and projects meet agreed program objectives 3.5 Review finalised projects in a program-management reporting period to evaluate benefits to the business

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	3.6 Pass on integration-management lessons learnt to higher project authority and provide feedback for application to other projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3	• Interprets and critically analyses complex texts • Applies appropriate strategies to construct meaning from complex texts
Writing	1.3, 1.5, 2.5, 3.2, 3.5, 3.6	• Develops a range of project related documents using appropriate format, vocabulary and structure
Oral Communication	1.1, 2,1, 3.1	• Participates in discussions and presents information using language and features appropriate to the audience
Numeracy	1.5, 3.4	• Extracts and evaluates mathematical information embedded in a range of tasks and texts • Selects from, and applies, an expanding range of mathematical and problem-solving strategies in a range of contexts
Interact with others	1.1, 2,1, 3.1	• Collaborates with others to achieve joint outcomes, playing a lead role in facilitating successful outcomes and influencing direction
Navigate the world of work	1.2, 2.2, 3.3, 3.5	• Understands how own role contributes to broader organisational goals
Get the work done	1.1-1.5, 2.1-2.6, 3.3, 3.5	• Develops flexible plans for complex, high impact activities that involve stakeholders with potentially competing demands • Regularly reviews priorities and performance during implementation, identifying and addressing issues and reallocating resources

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		• Uses analytical processes to identify key information and issues, evaluate alternative strategies, anticipate consequences and consider implementation issues and contingencies • Reviews outcomes to evaluate results against goals, and to identify opportunities for improvement

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG601 Direct the integration of projects	BSBPMG601A Direct the integration of projects	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG601 Direct the integration of projects

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- direct integration of all functions of project management, including:
  - determining stakeholder influence and program objectives
  - rationalising and integrating project plans into a program plan
  - establishing program control requirements
  - developing consolidated program budgets, schedules and interdependencies
  - identifying program risks
- direct the internal project environment, throughout multiple, aligned project life cycles, to meet external needs and expectations, including:
  - establishing links to direct alignment of projects with organisational objectives
  - evaluating project proposals against organisational objectives
  - coordinating and directing conflicting individual project requirements to achieve program objectives
  - modifying individual project objectives to achieve program objectives
  - coordinating impact of external environmental influences to achieve program objectives
- direct projects throughout project life cycles, including:
  - directing project managers to provide information to enable program integration
  - establishing and reporting progress against baselines, to measure program performance
  - reviewing baselines
  - directing finalisation plans, procedures and activities to ensure outcomes and objectives are met
  - evaluating benefits to business

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- passing on lessons learnt and feedback.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe key steps in program planning
- outline methodologies, tools and techniques for project management
- describe a range of leadership models
- summarise relevant legislation, codes and national standards.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant project documentation
- feedback from project stakeholders
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPMG602 Direct the scope of a project program

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to direct the scope of projects within a program, or multiple projects context. It covers management of project authorisations and defining, planning and managing the program scope.

It applies to individuals who are program managers, managing a suite of projects (a program).

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Authorise projects	1.1 Analyse needs, in consultation with client and relevant stakeholders, to justify each project and to designate project managers 1.2 Conduct project selection and prioritisation within guidelines provided by, or under the direction of, a relevant (governance) authority 1.3 Make project authorisation recommendations to relevant authority as basis for future project management activities, and commitment of resources and effort
2. Define and plan program scope	2.1 Define projects' objectives, major deliverables and resource requirements at project and program level, and confirm with governance group or relevant authority 2.2 Determine and agree measurable project outcomes and benefits to enable quantified evaluation of program performance 2.3 Develop, agree on, and communicate scope definition, scope management strategies, and plans 2.4 Align program scope to business requirements and organisational strategy
3. Manage program scope	3.1 Conduct regular program reviews to measure project performance and ensure stated program and business/strategic objectives are met 3.2 Establish and maintain a change management system to form basis of ongoing scope management 3.3 Conduct reviews of scope changes and take action to ensure project and program objectives are achieved or modified 3.4 Measure project outcomes against defined program scope and aligned strategic objectives 3.5 Communicate results of program outcomes to relevant authority 3.6 Pass on scope management lessons learnt to higher project authority for application in planning and implementation of later projects within the program

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.2, 2.4, 3.1	• Interprets and critically analyses complex texts
Writing	1.3, 2.1, 3.2, 3.3, 3.5, 3.6	• Develops a range of project related documents using appropriate format, vocabulary and structure
Oral Communication	1.1, 2.1, 2.3, 3.5	• Provides information using language and structure appropriate to audience • Uses listening and questioning skills to check and confirm understanding of needs
Numeracy	3.1, 3.4	• Extracts and evaluates mathematical information embedded in tasks and texts • Selects from, and applies mathematical and problem-solving
Interact with others	1.1, 1.3, 2.1, 2.3, 3.5, 3.6	• Identifies and uses appropriate practices and protocols when communicating with project stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in leading and facilitating effective group interaction
Get the work done	1.1, 1.2, 2.1-2.4, 3.1-3.4, 3.6	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Monitors actions against goals, adjusting plans and resources to cope with contingencies • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options, and seeking input and advice from others before taking action, when necessary • Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG602 Direct the scope of a project program	BSBPMG602A Direct the scope of a project program	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPMG602 Direct the scope of a project program

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- authorise a range of concurrent projects, including:
  - justifying projects and designating project managers through needs analysis
  - conducting project selection and prioritisation
  - making project-authorisation recommendations
- define and plan program scope, including:
  - defining and confirming project- and program-level objectives, major deliverables and resource requirements
  - determining and agreeing measurable outcomes and benefits to enable program performance evaluation
  - developing, agreeing on and communicating scope definition, scope management strategies and plans
  - aligning scope to business requirements and organisational strategy
- manage program scope, including:
  - conducting regular program reviews
  - establishing and maintaining a change management system
  - conducting reviews of scope changes
  - measuring project outcomes
  - communicating results of program outcomes
  - passing on scope management lessons learnt.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe a broad range of scope management plans, methodologies, techniques and tools
- outline project life cycle and significance of scope management
- identify typical challenges and issues encountered in project scope management and options for addressing these.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- workplace documentation, including feedback from stakeholders, which reflects how scope was managed
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBPUB504 Develop and implement crisis management plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to coordinate, cultivate and apply a crisis management plan.

It applies to individuals who demonstrate a range of managerial skills in senior public relations roles. People in this role have primary responsibility for preparing and instigating a planned communications response in an emergency.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Public Relations

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Develop crisis management plans	1.1 Conduct research to identify crisis management best practice 1.2 Consult relevant groups and individuals for input into the crisis management plan 1.3 Document, distribute and maintain organisational crisis management plan 1.4 Ensure organisational crisis management plan is clearly understood by relevant groups 1.5 Ensure crisis management plan complies with organisational policies and legal and ethical requirements 1.6 Practise simulated crisis responses
2. Implement a crisis management plan	2.1 Set up a dedicated crisis resource centre 2.2 Develop a crisis response team to deal with media and conduct issue tracking 2.3 Monitor media to ensure the organisation is aware of possible crises 2.4 Implement and monitor issues tracking systems according to crisis plan
3. Review and update crisis management plans	3.1 Consult managers and employees about the effectiveness of the crisis plan 3.2 Amend crisis management plan as necessary to comply with legal and ethical requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.3, 2.4, 3.2	• Interprets and analyses complex information from relevant sources to confirm requirements
Writing	1.2-1.3, 3.2	• Records results of research and feedback • Uses clear and precise language, and suitable formatting and style, to develop and update crisis management plans

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Oral Communication	1.2, 1.4, 2.2, 3.1	• Employs listening and questioning techniques to clarify information and confirm understanding • Clearly articulates information using language and features suitable to diverse audiences
Navigate the world of work	1.5, 3.2	• Understands and complies with to all legal and regulatory responsibilities related to own work
Interact with others	1.2, 1.4, 2.2, 3.1	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve shared understanding
Get the work done	1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.4	• Organises and implements tasks required to achieve required outcomes, with an awareness of how the outcomes contribute to the organisation's goals • Uses analytical processes to decide on appropriate approach to crisis management

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPUB504 Develop and implement crisis management plans	BSBPUB504A Develop and implement crisis management plans	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBPUB504 Develop and implement crisis management plans

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop, distribute and implement a crisis management plan that complies with organisational, ethical and legal requirements
- work with others to evaluate a crisis management plan and make necessary amendments.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the key provisions of legislation, codes of practice and national standards that affect crisis management
- explain the components of a crisis management plan
- explain the relevance of media management to a crisis management plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the public relations field of work and include access to:

- office equipment and resources
- examples of crisis management planning and evaluation documents
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBREL402 Build client relationships and business networks

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder Relations - Relationship Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Initiate interpersonal communication with clients	1.1 Identify and use preferred client communication styles and methods 1.2 Establish rapport with clients using verbal and non-verbal communication processes 1.3 Investigate and act upon opportunities to offer positive feedback to clients 1.4 Use open questions to promote two-way communication 1.5 Identify and act upon potential barriers to effective communication with clients 1.6 Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1 Develop client loyalty objectives focusing on the development of long term business partnerships 2.2 Assess client profile information to determine approach 2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy 2.4 Identify and apply client care and client service standards
3. Maintain and improve ongoing relationships with clients	3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels 3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1 Allocate time to establish and maintain business contacts 4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market 4.3 Establish communication channels to exchange information and ideas 4.4 Provide, seek and verify information to the network

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.2-4.4	• Interprets information from a range of sources to determine and adhere to communication and networking requirements
Writing	1.1,1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3	• Records notes from research and discussions for future reference • Develops materials for a specific audience according to organisational standards
Oral Communication	1.1-1.6, 2.3, 2.4, 3.3, 4.2-4.4	• Participates in spoken exchanges with a range of audiences using structure and language to suit the audience • Involves others in discussions using active listening and questioning techniques appropriately
Numeracy	2.4, 4.1	• Performs calculations to determine timeframes and measure actual performance against required standards
Navigate the world of work	2.3, 2.4	• Considers wider organisational goals when developing customer relationship strategies
Interact with others	1.1, 1.2, 1.5, 1.6, 3.3, 4.2-4.4	• Selects and uses appropriate conventions and protocols when communicating with clients or business contacts to build rapport, seek or present information • Recognises the need to alter personal communication style in response to the needs, values, beliefs and cultural expectations of others • Adapts personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others
Get the work done	1.1, 2.1-2.4, 3.1-3.3, 4.1-4.4	• Takes responsibility for planning, sequencing and implementing tasks and own workload to achieve business outcomes

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		• Uses analytical processes to gather relevant information, identify and evaluate options and decide on appropriate systems and strategies • Actively monitors and evaluates effectiveness of decisions to identify and implement improvements

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBREL402 Build client relationships and business networks	BSBREL402A Build client relationships and business networks	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBREL402 Build client relationships and business networks

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies
- apply communication techniques to establish rapport and promote two-way communication
- develop and implement client loyalty strategies and service standards based on business objectives and client information
- develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction
- maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of strategies that can build client loyalty including those that focus on:
    - financial incentives and special offers
    - premium services and private/dedicated facilities
    - loyalty programs, rewards and recognition
- outline issues that are commonly addressed in client care/service standards in the industry
- outline typical barriers to communicating with clients and possible strategies to address them
- give examples of strategies for feedback

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- describe the principles and techniques for effective communication and networking
- outline networking opportunities relevant to the business with reference to:
    - government, industry and professional associations
    - trade shows, conferences, briefings and other professional development activities
    - existing groups or networks
    - businesses and individuals
- outline aspects of organisational policies, procedures and processes that are relevant to communicating with clients and participating in networks.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations - relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBRES401 Analyse and present research information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - research

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements 1.4 Identify research requirements for combining online research with non-electronic sources of information 1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6 Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools 2.4 Use reliable methods of data analysis that are suitable to research purposes 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2 Structure and format reports in a clear manner that conforms to organisational requirements 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	• Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	• Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	• Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	• Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	• Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses the main features and functions of digital technologies and tools to complete work tasks

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		• Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
    - recommendations based on the analysis of information
    - clear and justified assumptions and conclusions
    - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBRES801 Initiate and lead applied research

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context.

The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.

It applies to leaders or managers using applied research to ensure learning can enhance individual, team and organisational performance. The intended purpose and approach to applied research may vary across a range of contexts and organisations. In this unit, the focus is on applied research to attain improved organisational outcomes.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - research

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Construct an applied research strategy	1.1 Clarify and confirm applied research purpose and needs of the target group 1.2 Determine policies and procedures in relation to conducting applied research 1.3 Establish mechanisms for collecting and maintaining data in a systematic manner 1.4 Analyse factors affecting the reliability and validity of data 1.5 Review relevant research ethics and codes of conduct 1.6 Prepare applied research strategy and hypothesis 1.7 Frame a research strategy in consideration of available tools and resources
2. Use a range of applied research techniques	2.1 Review and evaluate a range of applied research methods, theories and data collection techniques 2.2 Select appropriate methods to gather and analyse data 2.3 Use suitable technology and technology services to support data collection and analysis 2.4 Access appropriate sources of information and contributors relevant to the research 2.5 Optimise relevance of the research through integrity of the data collected and analysis tools used
3. Analyse and present findings	3.1 Evaluate how research findings such as trends and changes will impact on learning strategy 3.2 Review data and research findings for accuracy of details and adherence to any legal requirements 3.3 Collate and analyse data for relevance against the original applied research strategy 3.4 Document and present research findings in a clear and logical manner consistent with audience needs 3.5 Identify the need for and an appropriate approach to, further research

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	3.5	• Evaluates and reflects on the need for further research to contribute to ongoing organisational improvement
Reading	1.1, 1.2, 1.5, 2.4, 3.1, 3.2	• Collects, analyses, compares and evaluates textual information from a range of resources to inform research strategies
Writing	1.6, 3.3, 3.4	• Develops texts dealing with complex ideas and concepts • Uses specialised and detailed language to convey explicit information, requirements and recommendations in accordance with legal, ethical and organisational requirements
Oral Communication	1.1, 3.4	• Uses specialised vocabulary appropriate to context and audience to discuss and confirm research requirements • Applies listening and questioning techniques to check or confirm understanding
Numeracy	3.2, 3.3	• Applies knowledge of mathematical information to statistically analyse data and identify possible trends and confirm reliability
Navigate the world of work	1.2, 1.5, 3.2	• Is highly autonomous, taking responsibility for determining applicable organisational policies and procedures and considering legal and ethical obligations • Monitors adherence to legal and regulatory rights and responsibilities for self and possibly for others
Interact with others	3.4	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a diverse range of communication practices to achieve goals

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Get the work done	1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	• Develops plans for complex activities, regularly reviewing priorities and performance during implementation, identifying and addressing issues as they arise • Considers the strategic and operational potential of digital trends to achieve work goals, enhance work processes, create opportunities and enhance or reduce risks • Uses formal analytical thinking to make informed decisions about research strategies and techniques, seeking input, advice and feedback as required

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRES801 Initiate and lead applied research	BSBRES801A Initiate and lead applied research	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBRES801 Initiate and lead applied research

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan, conduct and report on applied research relevant to organisational strategic practices and outcomes
- formulate a research proposal or plan which includes:
  - specific research questions or hypotheses
  - valid population or sample size
  - description of the geographical, cultural, social or institutional context within which the research will be carried out
  - full description of the data collection methods
  - analysis of the limitations to research design including the reliability and validity of data
- design an applied research project using applied research tools and techniques
- document and present research findings including analysis of data, valid and reliable findings and recommendations for further research.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe communication processes and methods
- explain data collection and analysis methods including the use of technology and technology services
- explain legal requirements, policies, procedures and guidelines relating to research including handling and storing data, privacy and freedom of information
- describe presentation techniques

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- describe reporting methods
- explain research ethics and codes of conduct
- give examples of applied research tools and methods and how they are applied.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- business technology
- relevant workplace policies and procedures
- relevant legislation and codes of conduct
- case studies and, where possible, real situations .

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBRKG403 Set up a business or records system for a small business

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research, develop and implement business or records systems for a small office.

It applies to individuals who use a range of organisational, analytical and communication techniques to carry out the responsibilities of their role and report the outcomes directly to a supervisor or manager within the business or section of a larger organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine recordkeeping requirements	1.1 Identify and document core business, supporting activities, resources, and business and social context using observation and consultation 1.2 Determine security and access requirements for business or records system content from analysis of organisation's activities 1.3 Analyse business documentation to determine organisational reporting and accountability requirements 1.4 Identify organisational functions and activities for which records must be kept, from analysis of business and context documentation 1.5 Determine nature, detail, and format of records (content and metadata) for each organisational function and activity from analysis of the business and its context
2. Devise an appropriate recordkeeping system	2.1 Determine metadata needed to store, locate and retrieve records in a business or records system 2.2 Select size of business or records system appropriate to scale and nature of business operations 2.3 Select technological requirements of business or records systems appropriate to scale and nature of business operations 2.4 Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements 2.5 Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation 2.6 Select business or records system suited to projected growth of the organisation
3. Develop business rules and procedures to support operations	3.1 Develop rules for incorporating individual records and records capture information into the business or records system 3.2 Develop rules for deciding and recording retention periods and appropriate disposal actions for records

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	3.3 Develop and document procedures for the use of the system 3.4 Provide system users with training or instructions in the use of the business or records system, appropriate to the culture and scale of the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1, 2.5	• Evaluates and interprets information from a range of relevant sources and identifies relevant and key information
Writing	1.1, 3.1, 3.2, 3.3, 3.4	• Creates documents to convey information and instructions using language and format appropriate to text and audience
Oral Communication	1.1, 3.4	• Uses active listening and questioning techniques to confirm and clarify information • Communicates using words and non-verbal features appropriate to the audience and context
Numeracy	1.1, 1.4, 2.4, 3.2	• Interprets, compares and contrasts numerical data to determine needs • Uses numerical systems associated with record storage systems
Navigate the world of work	1.3, 3.3	• Uses understanding of organisational and legislative requirements in planning an appropriate recordkeeping system
Interact with others	1.1, 3.4	• Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format and content to suit purpose and audience
Get the work done	1.1-1.5, 2.1-2.6, 3.4	• Sequences and schedules tasks required to achieve outcomes and manages relevant communication

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		• Gathers, analyses and evaluates information to decide on system requirements • Considers purpose, needs and limitations when selecting digital devices and applications • Uses digital systems and tools to complete routine tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRKG403 Set up a business or records system for a small business	BSBRKG403C Set up a business or records system for a small business	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBRKG403 Set up a business or records system for a small business

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document the steps used to determine the criteria for a business or records system appropriate to the organisation's business functions and reporting requirements
- develop and implement a business or records system including documented rules, procedures, user instructions and training materials.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the general principles and processes of records management and records management systems, such as:
    - systems of control
    - records continuum theory
    - mandate and ownership of business process
    - environmental context
    - records characteristics
- describe the internal controls required of the business or records system
- outline the characteristics of the organisational functions, structure and culture relevant to the setup of the business or records system

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- describe the organisational policies and strategies required by a newly established business or records system
- outline key provisions of relevant legislation that apply to a business or records system.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – recordkeeping field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Risk Management

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes
Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBRSK501 Manage risk

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Risk Management

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards 1.2 Determine scope for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context 1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with relevant parties about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate options for treating risks 4.2 Develop an action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored 4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.4, 1.5, 2.2	• Comprehends a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	1.6, 1.8, 2.1, 2.3, 4.3	• Develops textual material and organises content in a manner that effectively documents risk management analysis and assessment priorities and processes
Oral Communication	1.8, 2.1, 2.3, 4.3	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	2.2	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 2.1, 4.3	• Refers to organisational processes, procedures and requirements when making decisions about risk management
Interact with others	1.8, 2.1, 2.3, 4.3	• Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Get the work done	1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Uses digital technologies and systems to access information, document plans and communicate with others

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBRSK501 Manage risk

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify the scope and context of the risk management process including:
    - stakeholder analysis
    - political, economic, social, legal, technological and policy context
    - current arrangements
    - objectives and critical success factors for the area included in scope
    - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBSMB403 Market the small business

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear marketing strategy integrated into the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop marketing strategies	1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan 1.2 Evaluate customer base and target market for the small business as a basis for marketing objectives and strategies 1.3 Conduct a competitor analysis to inform development of marketing strategies 1.4 Determine marketing objectives in consultation with relevant people and in accordance with the business plan 1.5 Ensure strategies are ethically and culturally appropriate and aligned with customer and industry expectations
2. Determine a marketing mix for the business	2.1 Assess product mix, volumes and pricing opportunities to determine marketing focus and optimise profit 2.2 Evaluate costs and benefits of using different distribution channels or providing different levels of customer service, and consider results in determining marketing mix 2.3 Determine marketing and promotional activities including the role of digital engagement to suit target market 2.4 Consider the customer journey and conversations in determining marketing mix
3. Implement marketing strategies	3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies 3.2 Plan and implement marketing activities, in accordance with marketing objectives and budgetary requirements 3.3 Consider digital devices, platforms and technologies for effectiveness in implementing marketing activities
4. Monitor and improve marketing performance	4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan 4.2 Analyse performance gaps and take corrective action or set new targets 4.3 Encourage all relevant people to propose ways to improve marketing performance

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	4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5 Conduct ongoing research of customer requirements and expectations in both on-line and off-line environments to identify opportunities for change and improvement 4.6 Identify and respond to opportunities to aid business development through new technologies and different ways of marketing

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6	• Identifies, analyses and evaluates complex information from a range of sources
Writing	1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6	• Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience
Oral Communication	1.3, 3.1, 4.3, 4.4	• Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment • Uses questioning and listening to check and confirm understanding
Numeracy	2.1, 2.2, 3.2, 4.2	• Analyses numerical information to determine budgetary requirements and product quantities • Uses a range of calculation methods to evaluate costs and benefits
Navigate the world of work	4.5	• Regularly reviews current situation and develops strategies to address improvements in marketing performance
Interact with others	4.3	• Recognises importance of building rapport to establish effective working relationships

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Get the work done	1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB403 Market the small business	BSBSMB403A Market the small business	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBSMB403 Market the small business

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine marketing activity focus in line with objectives of the business plan
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
    - ability to optimise sales and profit
    - ability to evaluate costs and benefits
    - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- identify marketing opportunities in the digital environment
- develop approaches to engage, respond and monitor customers in the digital space
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- compare current digital devices, platforms and technologies for effectiveness in achieving marketing objectives
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business technology
- software for analysis of data
- workplace documents and case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBSMB404 Undertake small business planning

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to work health and safety (WHS), in accordance with business goals and objectives 2.2 Research market needs, and market size and potential 2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business 2.4 Identify methods, from marketing strategies, to promote market exposure of the business 2.5 Identify methods or means of production or operation from production or operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce or deliver products and services 2.7 Identify, assess and prioritise internal and external risks 2.8 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction 3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements 3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	• Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 3.1	• Articulates ideas and requirements clearly and creatively based on techniques appropriate to assess business performance
Numeracy	2.2, 2.3, 2.5-2.7	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Navigate the world of work	2.1, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	3.1	• Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	• Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative strategies • Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB404 Undertake small business planning	BSBSMB404A Undertake small business planning	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan

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- identify principles of risk management relevant to small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning
- clarify relevant industry codes of practice
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
3	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement a business plan and modify operations as required.

It applies to individuals who operate a small business which stands alone, or is part of a department within a larger organisation. Individuals in this role use problem-solving skills and take responsibility for developing approaches to manage business operations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop operational strategies and procedures	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues, and implement strategies to minimise risk factors 1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop performance measures and operational targets to conform with the business plan 1.5 Develop strategies for innovation, including utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators or targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety in accordance with the business plan 2.3 Maintain staffing requirements, where applicable, within budget, to maximise productivity 2.4 Carry out provision of goods or services in accordance with established legal, ethical cultural and technical standards 2.5 Provide goods or services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product or service and customer requirements
3. Monitor business performance	3.1 Regularly monitor and review achievement of operational targets to ensure optimum business performance, in accordance with business plan goals and objectives 3.2 Review systems and structures, with a view to more effectively supporting business performance

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	3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system 3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2 Clearly record proposed changes to aid future planning and evaluation 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.1, 1.3-1.5, 3.2, 3.4, 4.1, 4.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.2	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	2.2, 2.3, 2.5	• Interprets numerical information to manage performance information and regulate cash flow
Navigate the world of work	1.1-1.3, 2.2, 2.4, 4.1	• Monitors adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment

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		• Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety
Get the work done	1.1, 1.3-1.5, 2.1-2.3, 2.5, 2.6, 3.1-3.3, 4.1, 4.3	• Reflects on how digital systems and tools are used or could be used to achieve work goals, and begins to recognise strategic and operational applications • Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation • Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Uses each experience to reflect on how variables impact decision outcomes, and to gain insights into what constitutes 'good' judgement and an effective decision in different contexts • Recognises and addresses some unfamiliar problems of increasing complexity within own scope

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB405 Monitor and manage small business operations	BSBSMB405B Monitor and manage small business operations	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
3	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
    - developing an action plan
    - identifying risk management procedures
    - developing a quality system
    - implementing performance measures
    - utilising technologies to optimise business performance
- implement and monitor strategies and procedures developed, including:
    - analysing and correcting business problems
    - reviewing and adjusting the business plan
- record and research business improvements
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise relevant industry codes of practice
- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements
- outline work health and safety (WHS) responsibilities and procedures for managing hazards
- identify relevant principles of risk management, including risk assessment
- clarify quality system principles and methods
- summarise relevant performance measures
- discuss role of innovation
- outline systems to manage staff, stock, expenditure, services and customer service
- identify technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBSMB406 Manage small business finances

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role interpret financial reports and other numerical data to develop financial management strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business in accordance with the business plan 1.2 Produce financial budgets or projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of financial backers 1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance 1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met 2.2 Monitor marketing and operational strategies for their effects on the financial plan 2.3 Calculate and evaluate financial ratios according to own or industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.4, 2.1, 2.4	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.2-1.5, 1.7, 2.1	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3, 1.7, 2.1	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	• Interprets numerical information to calculate all relevant financial information
Navigate the world of work	1.2, 1.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.7, 2.1	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB406 Manage small business finances	BSBSMB406A Manage small business finances	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- operate the business according to the business plan, including:
    - adhering to legal requirements
    - meeting requirements of financial backers
    - defining strategies for debt collection and contingencies for debtors
    - managing cash flow
    - defining key performance indicators
    - communicating with relevant people
- monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports

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- identify principles for preparing balance sheets and their interpretation
- outline debt collection procedures or strategies
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records and stock control relevant to the business.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBSUS301 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Sustainability

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current purchasing strategies 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise environmental assets

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4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools and strategies 4.5 Promote successful strategies and reward participants where possible

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 1.6, 1.7, 2.3, 3.1	• Identifies and analyses complex texts to determine legislative, regulatory and business requirements • Reviews reported information to evaluate workplace strategies and improvement practices
Writing	1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5	• Documents findings of investigations from written and oral sources according to organisational requirements • Provides updates about progress using formats and language appropriate to the audience and context
Oral Communication	2.1, 2.2, 3.3-3.5, 4.4, 4.5	• Presents information and seeks advice using structure and language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 2.4, 3.1, 3.6, 4.4	• Analyses numerical information to measure usage and calculates metric

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		measurements, quantities/ratios and financial data using appropriate tools
Navigate the world of work	1.1, 1.2	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Interact with others	1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation • Uses systematic, analytical processes to set environmental targets, gather relevant information, identify and evaluate alternative approaches • Evaluates outcomes of decisions to identify opportunities for improvement • Uses the main features and functions of digital tools to complete work tasks and access information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSUS301 Implement and monitor environmentally	BSBSUS301A Implement and monitor environmentally	Updated to meet Standards for Training Packages	Equivalent

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sustainable work practices	sustainable work practices		

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Assessment Requirements for BSBSUS301 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
    - measure current resource usage
    - solve problems and generate ideas for improvements
    - evaluate and implement strategies to improve resource usage
    - plan, implement and integrate improvements into operations
    - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements
- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry

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- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
    - supply chain, procurement and purchasing
    - quality assurance
    - making recommendations and seeking approvals

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Sustainability

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy 3.2 Implement strategies for continuous improvement in resource efficiency 3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders 4.2 Investigate successes or otherwise of policy 4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4 Modify policy and or procedures as required to ensure improvements are made

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.2, 4.3	• Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	• Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	• Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies

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		and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSUS501 Develop workplace policy and procedures for sustainability	BSBSUS501A Develop workplace policy and procedures for sustainability	Updated to meet Standards for Training Packages Minor edits to clarify performance criteria	Equivalent

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Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
    - minimising resource use
    - resource efficiency
    - reducing toxic material and hazardous chemical use
    - employing life cycle management approaches
    - continuous improvement
- plan and implement sustainability policy and procedures including:
    - agreed outcomes
    - performance indicators
    - activities to be undertaken
    - assigned responsibilities
    - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of

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information and explain how they can be used to plan and develop the organisation's sustainability policy

- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWHS402 Assist with compliance with WHS laws

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in work health and safety (WHS) legislation. It includes identification of WHS legislation, duties, rights and obligations and the necessary actions to ensure compliance in the workplace.

This unit applies to individuals who assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in WHS laws as part of a systematic approach to managing WHS. This unit applies to people who work in a broad range of WHS roles across all industries.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation licensing and risk - Work Health & Safety

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Assist with determining the legal framework for WHS in the workplace	1.1 Access current WHS legislation and related documentation relevant to the organisation's operations 1.2 Use knowledge of the relationship between WHS Acts, regulations, codes of practice, standards and guidance material to assist with determining legal requirements in the workplace 1.3 Assist with identifying and confirming the duties, rights and obligations of individuals and parties as specified in legislation 1.4 Assist with seeking advice from legal advisers where necessary
2 Assist with providing advice on WHS compliance	2.1 Assist with providing advice to individuals and parties about their legal duties, rights and obligations, and the location of relevant information in WHS legislation 2.2 Assist with providing advice to individuals and parties about the functions and powers of the WHS regulator and how they are exercised, and the objectives and principles underpinning WHS
3 Assist with WHS legislation compliance measures	3.1 Assist with assessing how the workplace complies with relevant WHS legislation 3.2 Assist with determining the WHS training needs of individuals and parties, and with providing training to meet legal and other requirements 3.3 Assist with developing and implementing changes to workplace policies, procedures, processes and systems that will achieve compliance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.3,2.1, 2.2, 3.3	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.4, 2.1, 3.3	• Documents WHS legislative and organisational advice using structure, layout and language suitable for audience • Drafts, documents and updates policies, procedures or processes according to requirements • Uses appropriate vocabulary and register to seek legal advice
Oral communication	1.2-1.4, 2.1, 2.2, 3.1-3.3	• Uses structure and language suitable for audience to provide, seek and discuss WHS legislative information • Uses questioning and active listening to clarify understanding
Navigate the world of work	1.2, 1.3, 2.1, 2.2	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role and responsibilities • Keeps up to date on changes to WHS legislation and regulations, and organisational policies and procedures
Interact with others	1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3	• Understands what to communicate, with whom and how, in the context of seeking WHS legal advice • Cooperates with others as part of WHS compliance activities, and contributes to specific activities requiring joint responsibility and accountability • Collaborates with others to achieve individual and team outcomes
Get the work done	3.1-3.3	• Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies in relation to WHS compliance • Uses formal decision making processes, setting or clarifying goals, gathering information and identifying and evaluating

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		choices against a set of criteria in relation to WHS compliance and training needs identification • Contributes to the design of new approaches in relation to WHS compliance

Range of conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Current WHS legislation and related documentation must include:	• current applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice • organisational WHS policies, procedures, processes and systems • standards, guidance publications and alerts issued by the relevant WHS regulator.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWHS402 Assist with compliance with WHS laws	BSBWHS402A Assist with compliance with WHS laws	Updated to meet Standards for Training Packages Edits to clarify intent of Performance Criteria Strengthened Assessment Conditions. Assessors of this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher	Equivalent

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Assessment Requirements for BSBWHS402 Assist with compliance with WHS laws

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to assist with:

- determining current work health and safety (WHS) legal requirements for the workplace
- providing advice to parties and individuals about current WHS legal requirements for the workplace, including underpinning principles, legal duties, rights and obligations and WHS regulator functions and powers
- assessing workplace compliance with WHS legislative requirements
- determining the training needs of individuals and parties in relation to WHS requirements
- developing and implementing workplace changes in order to achieve WHS legal compliance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- detail the duties, rights and obligations of individuals and parties as specified in relevant WHS legislation, and specify the location of relevant information on WHS legislation
- describe the functions and powers of the relevant WHS regulator and how they are exercised
- identify internal and external sources of WHS information, and how to access them
- outline the objectives and principles underpinning WHS legislation
- specify method/s used for:
    - assessing WHS compliance
    - determining training needs in relation to WHS compliance

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- implementing changes to achieve WHS compliance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant Acts, regulations, codes of practice, standards and guidance material
- relevant workplace documentation
- reports from individuals and parties consulted in ensuring WHS compliance
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements. In addition, assessors for this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWHS405 Contribute to implementing and maintaining WHS management systems

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify intent of application
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the implementation and maintenance of a Work Health and Safety management system (WHSMS) as it applies to own work area and job role.

It applies to individuals with responsibilities for contributing to an organisation's WHSMS as part of their work health and safety (WHS) responsibilities in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

Regulation licensing and risk - Work Health & Safety

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Contribute to developing and promoting WHS policy	1.1 Apply knowledge of the elements of WHS policy to contribute to the development and promotion of the policy as appropriate to own job role and work area 1.2 Seek the contribution and support of others in the development and promotion of WHS policy as appropriate to own job role and work area 1.3 Apply WHS policy to own and others' job roles and work areas, and communicate and explain this to others
2 Contribute to WHSMS planning	2.1 Apply knowledge of WHS legislation to identify duty holders relevant to own job role and work area 2.2 Apply knowledge of the elements of a plan to contribute to planning as it applies to own job role and work area 2.3 Facilitate integration of return-to-work and injury management procedures into the WHSMS plan 2.4 Communicate and explain the planning process to others and facilitate their contributions to the plan
3 Contribute to implementing the WHSMS plan	3.1 Implement the plan as it applies to own job role and work area 3.2 Communicate and explain the plan to others in relation to their roles and responsibilities as specified in the plan 3.3 Facilitate the contribution of others to implementing the plan
4 Contribute to evaluating WHS performance	4.1 Apply knowledge of elements of WHS performance evaluation processes and methods to contribute to evaluation as it applies to own job role and work area 4.2 Communicate and explain evaluation of WHS performance to others and facilitate their contribution
5 Contribute to reviewing and improving the WHSMS	5.1 Apply knowledge of elements of processes and methods to contribute to the review and improvement of WHS performance as it applies to own job role and work area

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	5.2 Communicate and explain review and improvement of the WHSMS to others and facilitate their contribution

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.3, 4.1	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 4.2, 5.2	• Uses structure, layout and language suitable for audience to document development of WHS policy and WHSMS plan • Develops required documentation using appropriate organisational formats and industry specific vocabulary
Oral communication	1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 4.2, 5.2	• Presents information and advice about WHS policy using language, structure and register appropriate to audience • Asks questions and listens closely to gather required information
Navigate the world of work	1.1-1.3, 2.1	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS and WHSMS • Keeps up to date on changes to WHS legislation and regulations and organisational policies and procedures
Interact with others	1.1, 1.2, 1.3, 2.2, 2.4, 3.2, 3.3, 4.2, 5.1, 5.2	• Understands what to communicate, with whom and how in context of WHS policy and performance and WHSMS processes • Cooperates with others as part of WHS and WHSMS processes, and contributes to specific activities requiring joint responsibility and accountability

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		• Collaborates with others to achieve individual and team outcomes
Get the work done	3.1, 4.1, 5.1	• Applies formal processes to plan, sequence and prioritise tasks and workload showing awareness of time and resource constraints and needs of others • Uses digital systems and programs to assist with planning, implementing and tracking progress and communicating • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Applies formal problem-solving processes, identifying and evaluating several options for action

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWHS405 Contribute to implementing and maintaining WHS management systems	BSBWHS405A Contribute to implementing and maintaining WHS management systems	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWHS405 Contribute to implementing and maintaining WHS management systems

Modification History

Release	Comments
2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify intent of application
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability contribute, as appropriate to own job role and work area, to:

- developing work health and safety (WHS) policy
- planning the Work Health and Safety management system (WHSMS) to incorporate return-to-work and injury management procedures and other elements relevant to the work area
- communicating and explaining WHS policy and the WHSMS to others to facilitate their contribution in developing, implementing and evaluating the systems
- implementing the plan
- evaluating WHS performance and communicating the outcomes
- reviewing and improving the WHSMS.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the elements of the organisation's WHSMS with reference to the relevant commonwealth and state or territory WHS Acts, regulations, codes of practice and standards.
- identify regulatory authority WHSMS tools, standards and guidance material and explain how they apply to the work area

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- explain the importance of effective return-to-work and injury management in a WHSMS
- identify limitations of a WHSMS, problems with WHSMS implementation and possible negative effects on WHS
- outline organisational WHS policies, procedures, processes and systems and how they apply to the work area.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant Acts, regulations, codes of practice, standards and guidelines
- workplace WHS policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWHS603 Implement WHS risk management

Modification History

Release	Comments
1	This unit of competency was first released in BSB Business Services Training Package Release 1.0.

Application

This unit describes the skills and knowledge required to implement work health and safety (WHS) risk management. It addresses the establishment, implementation, review and improvement of WHS risk management frameworks and processes.

It applies to people who apply advanced practical knowledge to coordinate, facilitate and maintain the WHS program within an organisation.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation licensing and risk - Work Health & Safety

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Manage effective WHS risk management consultation and participation processes	1.1 Identify individuals and parties who need to participate in, contribute to, and be consulted during each stage of WHS risk management 1.2 Apply knowledge of effective WHS consultation and participation processes to review existing consultation and participation processes 1.3 Modify existing consultation and participation processes and/or implement new processes to ensure effective consultation and participation during all stages of WHS risk management 1.4 Use consultation and participation processes to ensure WHS risk management processes are appropriate to the organisation and the WHS risks
2 Arrange for necessary resources during WHS risk management	2.1 Identify necessary resources required for each stage of WHS risk management 2.2 Budget for necessary resources 2.3 Procure resources and ensure availability as required
3 Review and improve existing WHS risk management processes	3.1 Access existing workplace WHS information and data 3.2 Identify existing WHS risk management processes 3.3 Consult with individuals and parties on WHS risk management processes 3.4 Review processes with regard to effectiveness of current risk controls, lessons learnt from events, changes in the internal and external contexts, emerging risks and performance against indicators 3.5 Use results of review to develop and implement effective WHS risk management
4 Establish the WHS risk management framework	4.1 Identify sources of information and data 4.2 Obtain information and data to determine the purposes, objectives, principles and framework of a systematic approach to WHS risk management
5 Establish the context for WHS risk management	5.1 Apply knowledge of WHS legislation to identify duty holders and legislative requirements for WHS risk management 5.2 Identify individuals and parties impacting on WHS risk management

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	5.3 Identify factors that will impact on WHS risk management 5.4 Establish context of the WHS risk management process 5.5 Define risk criteria
6 Assess risks	6.1 Apply knowledge of WHS hazards and risks to undertake hazard identification 6.2 Apply knowledge of WHS legislation, WHS risk assessment and workplace WHS information and data to undertake risk analysis and evaluation
7 Control risks	7.1 Apply knowledge of outcomes of risk assessment, WHS risk controls, and WHS legislation to select risk treatment options 7.2 Prepare and implement risk control measures
8 Monitor, review and record the WHS risk management process	8.1 Apply knowledge of the organisation's WHS management system (WHSMS) to monitor and review WHS risk management 8.2 Apply knowledge of the organisation's WHS information system (WHSIS) to record the WHS risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2	• Interprets and critically analyses complex texts to identify parties, processes, legislative requirements and other relevant information
Writing	1.3, 2.1, 2.2, 2.3, 3.5, 5.5, 6.2, 8.2	• Develops and documents information related to risk management processes matching style of writing to purpose and audience • Uses appropriate vocabulary, grammatical structure and organisational conventions to produce a range of documents

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Oral communication	1.4, 3.3	• Presents information using language appropriate to the audience • Uses questioning and active listening to seek information and encourage participation
Numeracy	2.2, 3.4, 5.5, 6.2, 8.1, 8.2	• Analyses and synthesises embedded mathematical information when using workplace data in risk analysis and evaluation • Uses formal and informal oral and written mathematical language and representation to communicate about risk management processes, analysis, evaluation and monitoring
Navigate the world of work	1.1, 5.1, 5.2	• Understands own legal rights and responsibilities and is extending understanding of general legal principles applicable across WHS risk management contexts • Keeps up to date on changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these when negotiating, planning and undertaking WHS risk management work
Interact with others	1.4, 3.3	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion when consulting on risk management processes
Get the work done	1.3, 2.1, 2.2, 2.3, 3.4, 3.5, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify relevant information and risks, and to identify and evaluate alternative strategies and resources for risk management • Uses systematic, analytical processes to select risk control options, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria

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		• Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes of risk management processes • Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWHS603 Implement WHS risk management	BSBWHS603A Implement WHS risk management	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWHS603 Implement WHS risk management

Modification History

Release	Comments
1	This unit of competency was first released in BSB Business Services Training Package Release 1.0.

Performance Evidence

Evidence of the ability to:

- manage effective work health and safety (WHS) risk management consultation and participation processes including:
  - identifying those who need to be involved
  - reviewing and improving exiting processes
  - ensuring processes are appropriate to the organisation and WHS risks
- arrange for necessary resources during WHS risk management, including:
  - identifying and budgeting for requirements
  - procuring resources and ensuring availability
- review and improve existing WHS risk management processes, including:
  - using workplace information and data
  - consulting with individuals and parties
  - considering effectiveness, current risk controls, lessons learnt from events, changes in the internal and external contexts, emerging risks and performance against indicators
- develop a WHS risk management framework including:
  - using suitable sources of information and data to determine the purposes, objectives, principles and structure
- establish the context for WHS risk management including:
  - identifying duty holders, legislative requirements, impacting individuals, parties and factors
  - defining risk criteria
- assess risks including:
  - identifying hazards
  - undertaking risk analysis and evaluation

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    - addressing requirements of WHS legislation, WHS risk assessment and workplace WHS information and data
- control risks including:
    - selecting from control options according to outcomes of risk assessment, WHS hazards and risk controls, and WHS legislation
    - preparing and implementing risk control measures
- monitor and review the WHS risk management process according to the organisation's WHS management system (WHSMS) requirements
- record the WHS risk management process according to the organisation's WHS information system (WHSIS) requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain different definitions of hazard and risk and how they are used by different individuals and parties
- outline internal and external sources of WHS information and data and how to access them
- identify organisational WHS policies, procedures, processes and systems
- identify other functional areas that impact on the management of WHS
- describe the principles and practices of a systematic approach to managing WHS
- describe the principles of duty of care, including concepts of causation, foreseeability and preventability
- describe the principles of incident causation and injury processes
- list a range of risk analysis and assessment techniques and tools and their application and limitations
- outline relevant and applicable Australian legislation, standards and publications
- define risk as the effect of uncertainty on objectives
- define risk management as a duty of persons conducting businesses or undertakings (PCBUs) or officers under WHS legislation
- give examples of standard industry risk controls for a range of hazards
- outline techniques, tools and processes for identifying health and safety hazards and controlling risks:
    - hazard and risk checklists
    - hazard hunts
    - job safety analyses

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    - manifests and registers, including for dangerous goods, hazardous chemicals and plant
    - safe work method statements
    - surveys using questionnaires, interviews and other survey techniques
    - workplace inspections and walk-throughs
- describe toxicology of hazardous chemicals and potential health effects in the workplace.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant WHS legislation, standards and guidelines
- workplace policies and procedures
- reports from other parties consulted during the approach to WHS risk management
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/BSB.

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BSBWOR201 Manage personal stress in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to understand signs and sources of stress within the broader framework of the job role and work environment.

It applies to individuals who usually work with some guidance and supervision in an environment where they are likely to encounter difficult customers and situations from time to time. It typically applies in a contact centre environment owing to the very measured, structured, high volume and potentially repetitive nature of the work, but can apply in any work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop personal awareness of stress	1.1 Recognise signs and sources of stress 1.2 Acknowledge stress and difficult situations 1.3 Analyse and understand potential areas of stress in the work environment
2. Develop stress management techniques	2.1 Develop an effective understanding of a range of stress management techniques 2.2 Use appropriate techniques to manage stressful situations effectively 2.3 Focus on areas of stress within personal control 2.4 Adopt strategies to effectively reduce, manage and deal with stress
3. Manage time	3.1 Develop and understand job role priorities 3.2 Develop techniques to support achievement of key performance indicators (KPIs) and priorities 3.3 Use appropriate time management tools and techniques 3.4 Regularly evaluate tools and techniques 3.5 Promptly identify and inform relevant personnel of any variations and difficulties affecting work requirements, through regular reviews
4. Recover from a stressful contact	4.1 Review the contact or situation 4.2 Analyse root cause/s of stressful contact or situation 4.3 Depersonalise context of contact or situation 4.4 Discuss outcomes with appropriate staff members 4.5 Prepare for next contact or situation positively 4.6 Follow up or take action where needed
5. Maintain personal stamina and resilience	5.1 Identify sources of fatigue in contact centre role 5.2 Adopt work routine and procedural strategies to minimise stress and fatigue 5.3 Monitor personal performance against performance requirements 5.4 Adapt stamina management strategies to maximise performance

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	5.5 Seek assistance from team members and management in managing stamina
6. Maintain work/life balance	6.1 Identify work/life priorities 6.2 Adopt strategies to support work/life priorities 6.3 Give high priority to health and wellbeing 6.4 Monitor work/life balance 6.5 Develop ability to effectively leave work behind at the end of the day

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.1-3.5	• Recognises and interprets textual information to determine job role and requirements
Writing	3.3, 3.4, 3.5	• Completes time management documentation using organisational formats
Oral Communication	3.5, 4.4, 5.5	• Participates in discussions using clear language and features appropriate to audience • Uses listening and questioning techniques to request assistance and confirm understanding
Navigate the world of work	3.1, 3.2, 5.3	• Understands role requirements and identifies own responsibilities
Interact with others	3.5, 4.4, 5.5	• Establishes rapport and builds relationships with team members and others • Maintains awareness of own strengths and weaknesses to support an overall sense of wellbeing

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Get the work done	1.3, 2.1, 2.4, 3.1-3.4, 4.1-4.3, 4.5, 4.6, 5.1-5.4, 6.1, 6.2, 6.4, 6.5	• Plans and organises tasks to achieve outcome within timeframes • Uses analytical skills to decide on effective techniques to manage stress and personal well-being • Uses problem-solving skills to address a range of issues, seeking advice of others, where necessary • Monitors implementation of solutions and reflects on outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR201 Manage personal stress in the workplace	BSBWOR201A Manage personal stress in the workplace	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR201 Manage personal stress in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- recognise and understand potential stress in the work environment
- develop and use techniques and strategies to manage stress and stressful situations
- adopt and monitor potential sources of stress and fatigue, seeking assistance as required
- monitor own performance against performance requirements and key performance indicators (KPIs)
- use techniques to achieve work/life balance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe job role priorities and KPIs
- list internal and external sources of assistance, including escalation pathways
- outline signs and sources of existing and potential stress or difficult situations
- discuss stress management and reduction techniques
- describe time management tools and techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources

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- time management tools
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Organise work schedule	1.1 Discuss and agree on work goals and plans with assistance from appropriate persons 1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3 Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions 2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks 2.3 Identify factors affecting work requirements and take appropriate action 2.4 Use business technology efficiently and effectively to complete work tasks 2.5 Communicate progress on task to supervisor or colleagues as required
3. Review work performance	3.1 Seek feedback on work performance from supervisors or colleagues 3.2 Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards 3.3 Identify and plan opportunities for improvement in liaison with colleagues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.2	• Recognises and interprets textual information to determine and adhere to organisational and task requirements
Writing	1.3, 2.5, 3.3	• Completes required documents using organisational formats

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Oral Communication	1.1, 2.1, 2.2, 2.5, 3.1	• Uses listening and questioning techniques to seek information and confirm understanding • Participates in verbal interactions using language and features suitable to audience and context
Numeracy	1.3, 2.1	• Interprets numerical information related to timeframes
Navigate the world of work	1.2, 2.1, 3.2	• Complies with organisational policies, procedures and standards
Get the work done	1.1, 1.3, 2.1-2.4, 3.2, 3.3	• Prioritises work and completes activities within designated timeframes • Identifies and solves routine problems • Selects and uses appropriate digital tools to complete tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR202 Organise and complete daily work activities	BSBWOR202A Organise and complete daily work activities	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and organise workload with the assistance of others
- complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required
- use effective communication skills to seek assistance or feedback from others
- seek and use feedback from others to monitor and improve work performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- explain the relationship between an individual's work goals and plans and the organisation's goals and plans
- list some factors that can affect the ability to get work done, and explain the action to take
- explain how to plan and manage time.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation

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- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR204 Use business technology

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Select and use technology	1.1 Select appropriate technology and software applications to achieve requirements of the task 1.2 Adjust workspace, furniture and equipment to suit user's ergonomic requirements 1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment
2. Process and organise data	2.1 Identify, open, generate or amend files and records according to task and organisational requirements 2.2 Operate input devices according to organisational requirements 2.3 Store data appropriately and exit applications without damage to or loss of, data 2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications
3. Maintain technology	3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	2.1, 2.3, 3.2, 3.3	• Produces and amends files to meet task and organisational requirements • Completes required documentation using organisational formats

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Oral Communication	3.3	• Uses specific and relevant language to refer faults to others
Navigate the world of work	1.2, 1.3, 2.1, 2.2, 3.1-3.3	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1-3.3	• Uses business technologies and systems safely, when gathering, storing, accessing and sharing information • Understands purposes, specific functions and key features of common digital systems and business tools • Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR204 Use business technology	BSBWOR204A Use business technology	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR204 Use business technology

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Co-ordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Learning	3.1-3.4	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	1.1, 1.2, 2.1	• Interprets textual information to determine organisation's procedures, own work performance and objectives
Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral Communication	2.2, 2.3, 3.1, 3.2	• Clearly gives and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.3	• Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Fosters and nurtures a culture of constructive and respectful feedback • Proactively collaborates with others to achieve specific goals
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems • Uses digital systems and tools to enter, store and monitor information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR302 Work effectively as an off-site worker

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to negotiate and perform self-managed, self-directed and agreed work. It is a flexible employment option that meets all legal and regulatory employment requirements.

It applies to individuals who are skilled operators and apply a broad range of competencies in various off-site contexts. Most commonly this will apply to people working from home or another location away from a central office.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Negotiate off-site working arrangements	1.1 Identify and include legal and ethical issues relating to off-site work in working arrangements 1.2 Identify and include worker rights and responsibilities and those of supervisor/s and the organisation, in off-site working arrangements 1.3 Agree and document off-site work employment conditions and agreement in accordance with legal requirements 1.4 Confirm equipment and technology requirements for off-site work, and agree and document supply and maintenance arrangements in accordance with legal and organisational requirements 1.5 Confirm supervisory and performance management arrangements and agree to requirements for any on-site work, meetings or events in accordance with off-site work policy and practices
2. Organise off-site work environment	2.1 Identify requirements for a safe, effective off-site work environment in consultation with management 2.2 Obtain equipment and technology for off-site work environment in accordance with work agreement 2.3 Arrange off-site work environment in accordance with work health and safety (WHS) requirements and work agreement
3. Plan off-site work schedules	3.1 Establish work objectives and priorities in consultation with management 3.2 Analyse and incorporate work requirements into personal work schedules 3.3 Identify factors affecting achievement of work objectives and address contingencies in work schedules
4. Complete off-site work	4.1 Complete or revise work schedules in accordance with organisational requirements 4.2 Schedule and attend on-site work, meetings or events in accordance with organisational requirements 4.3 Seek assistance regarding breakdowns in work arrangements, equipment or technology and adjust work schedules in accordance with organisational requirements 4.4 Ensure work practices meet WHS requirements and terms of the work agreement
5. Monitor and improve off-site work performance	5.1 Monitor personal performance against work requirements and schedules and identify any areas for improvement

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	5.2 Obtain feedback from colleagues and clients, and analyse in context of personal and organisational objectives 5.3 Evaluate off-site work processes and systems for their usefulness in assisting work outcomes and make recommendations for improvement in accordance with organisational requirements 5.4 Negotiate changes to off-site work practices and implement in accordance with organisational requirements and work agreement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 1.5, 2.2, 2.3, 4.1-4.4, 5.2-5.4	• Interprets information from a range of sources to determine organisation's procedures, own work goals and objectives
Writing	1.3-1.5, 2.1, 3.1-3.3, 4.1-4.3, 5.2-5.4	• Prepares reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3-1.5, 2.1, 3.1, 4.3, 5.2, 5.4	• Explains ideas clearly using appropriate vocabulary and features • Uses listening and questioning techniques to seek information and confirm understanding
Navigate the world of work	1.1-1.5, 2.3, 4.4	• Understands nature and purpose of own role and associated responsibilities • Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	2.1, 3.1, 4.3, 5.4	• Consults with others to ensure workplace is safe and seeks assistance when required • Collaborates and cooperates with others to negotiate acceptable outcomes

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Get the work done	1.1, 1.4, 1.5, 2.1-2.3, 3.1-3.3, 4.1-4.3	• Organises work priorities and arrangements to meet deadlines • Identifies and solves routine problems • Identifies and uses appropriate equipment and technology for requirements of the task

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR302 Work effectively as an off-site worker	BSBWOR302A Work effectively as an off site worker	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR302 Work effectively as an off-site worker

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- negotiate off-site working arrangements
- identify and consider appropriate legal and organisational requirements that impact the business agreement
- plan personal work schedule
- monitor and improve own work performance in accordance with organisational requirements
- make recommendations for own work improvement according to organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the key requirements of legislation, codes of practice and national standards relevant to off-site workers
- outline ethical and security issues relating to off-site work
- summarise roles and responsibilities of off-site worker/s, supervisor/s and the organisation
- list barriers to successful off-site working and describe ways to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

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- office equipment and resources
- workplace documentation relevant to off-site workers
- legislation, regulations and standards for off-site workers
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR403 Manage stress in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify signs and sources of stress within job roles and according to key performance indicators (KPIs). Management strategies to aid recovery from stressful situations are also essential.

It applies to individuals who work at a managerial level, have excellent communication skills and apply knowledge of organisational policies, occupational health and safety (OHS) and other relevant legislation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Develop and implement personal stress management strategy	1.1 Recognise signs and sources of stress 1.2 Use appropriate techniques to manage own stress 1.3 Maintain personal stamina and resilience 1.4 Maintain personal work/life balance 1.5 Become a role model in managing stress and time
2. Develop stress management strategies and techniques within a team	2.1 Analyse and understand potential sources of fatigue and stress in the work environment 2.2 Develop an understanding of a range of stress management techniques within a team 2.3 Develop techniques to support achievement of key performance indicators (KPIs) and priorities 2.4 Encourage team members to support each other in managing stress 2.5 Adopt strategies to effectively reduce, manage and deal with stress within a team 2.6 Adopt stamina management strategies to maximise performance 2.7 Develop techniques to assist team members to recover effectively from a stressful or difficult situation
3. Implement stress management techniques within a team	3.1 Adopt work routine and procedural strategies to minimise stress and fatigue within a team 3.2 Use appropriate time management tools and techniques 3.3 Develop individual/group training and development program as required 3.4 Use team meetings and other opportunities to discuss stress management techniques and coach staff in using these techniques 3.5 Regularly evaluate tools, techniques and strategies 3.6 Develop team awareness of sources of internal and external support
4. Develop team and morale building strategies	4.1 Develop a strategy to engage and develop team members 4.2 Develop a communication strategy within a team 4.3 Manage and use team meetings effectively 4.4 Develop a supportive and responsive team environment

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	4.5 Delegate effectively to further empower and motivate team members
5. Monitor and address stress levels within a team	5.1 Monitor individual staff performance against performance requirements 5.2 Conduct regular staff reviews to identify variations and difficulties impacting work requirements 5.3 Monitor and support team members when in stressful situations 5.4 Respond appropriately to behavioural signs of stress among team members 5.5 Monitor work/life balance of team members 5.6 Discuss outcomes and develop action plans with team members as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	2.3, 3.3, 5.1	• Analyses and compares specific and complex text to determine and distinguish requirements
Writing	3.2, 3.3, 4.1, 4.2, 5.2, 5.6	• Develops documents that clearly explain ideas and advice • Records information using required tools
Oral Communication	2.4, 3.4, 3.6, 5.2, 5.4, 5.6	• Provides advice and information using language and features suitable to the audience in group and individual meetings • Uses listening and questioning techniques to confirm understanding
Numeracy	3.2	• Interprets mathematical information related to timelines

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Navigate the world of work	2.1	• Understands legislative responsibility to provide a safe working environment
Interact with others	1.5, 2.4, 3.6, 4.3, 4.4, 4.5, 5.2, 5.4, 5.6	• Understands how own behaviour impacts others and leads by example • Establishes and builds rapport and relationships with team members • Provides effective support, feedback and coaching in difficult or tense situations
Get the work done	1.2, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1-3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.1-5.5	• Plans and monitors tasks to ensure deadlines are met and competing demands are accommodated • Establishes, implements and monitors strategies, development plans and actions for team members • Uses problem-solving techniques to analyse and address issues that arise

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR403 Manage stress in the workplace	BSBWOR403A Manage stress in the workplace	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR403 Manage stress in the workplace

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use appropriate techniques and strategies to manage own stress
- identify potential sources of fatigue or stress in the work environment
- assist team members to develop and use strategies to manage or minimise stress
- build team morale and cohesion
- monitor performance and stress levels of team members, and respond appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe signs and sources of stress and fatigue
- summarise stress management and reduction techniques
- summarise stamina management techniques
- explain the relationship between time management and stress
- explain the requirements under work health and safety (WHS) legislation to address workplace stress.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- workplace equipment and resources
- organisational policies and procedures for stress management

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- relevant legislation on health and safety
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR404 Develop work priorities

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and complete own work schedule	1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities 1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans 1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Co-ordinate professional development	3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3 Use feedback to identify and develop ways to improve competence within available opportunities 3.4 Identify, access and complete professional development activities to assist career development 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4	• Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities
Reading	1.2, 2.1, 2.3, 3.1, 3.5	• Recognises and interprets textual information from relevant sources to understand organisation's policies and practices
Writing	1.1, 1.3, 2.2, 2.3, 3.2, 3.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	2.2, 2.3, 3.2	• Provides or seeks information using language suitable to audience and context • Employs listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.2, 1.3	• Interprets numerical information related to budgets and timeframes
Navigate the world of work	1.2, 2.1, 2.3, 3.1, 3.5	• Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Interact with others	2.2, 2.3, 3.2	• Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information • Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications
Get the work done	1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5	• Plans, organises and implements tasks to meet organisational requirements • Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans • Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

Release	Comments
2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation’s image for all stakeholders
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 4.4	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	• Understands how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others

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Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages Title change	Equivalent

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Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
    - encouraging and fostering shared understanding of purpose, roles and responsibilities
    - identifying and resolving problems
    - providing feedback to encourage, value and reward others
    - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- explain how group dynamics can support or hinder team performance
- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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BSBWRT401 Write complex documents

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.

It applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Communication - Writing

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1 Plan documents	1.1 Determine the purposes of documents 1.2 Choose appropriate formats for documents 1.3 Establish means of communication 1.4 Determine requirements of documents 1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives 1.6 Develop overview of structure and content of documents
2 Draft text	2.1 Review and organise available data, information and knowledge according to proposed structure and content 2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3 Include graphics as appropriate 2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel 2.5 Draft text according to document requirements and genre 2.6 Use language appropriate to the audience
3 Prepare final text	3.1 Review draft text to ensure document objectives are achieved and requirements are met 3.2 Check grammar, spelling and style for accuracy and punctuation 3.3 Ensure draft text is approved by relevant enterprise personnel 3.4 Incorporate revisions in final copy
4 Produce document	4.1 Choose basic design elements for documents appropriate to audience and purpose 4.2 Use word processing software to apply basic design elements to text 4.3 Check documents to ensure all requirements are met

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 4.3	• Interprets information to identify requirements and prepares material suitable to target audience and environment • Proofreads texts for accuracy
Writing	1.6, 2.2, 2.3, 2.5, 2.6, 3.2, 3.4, 4.1	• Creates documents for a specific audience using cohesive and well-structured language to convey detailed and accurate information • Ensures vocabulary, layout and grammatical arrangement achieves meaning and intent of document
Oral Communication	1.1, 1.4, 2.4, 3.3	• Obtains information or clarifies requirements by asking questions and listening
Navigate the world of work	1.4, 4.3	• Adheres to organisational policies and procedures related to document production
Interact with others	1.1, 1.4, 1.5, 2.4, 3.3	• Follows accepted communication practices and protocols when seeking advice about documents from colleagues, supervisors and managers
Get the work done	1.1-1.6, 2.1-2.5, 3.3, 4.1-4.2	• Plans, organises and implements tasks required to produce documents • Makes decisions based on standard procedures, using more formal decision making processes where required • Uses the main features and functions of digital tools to complete work tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

© Commonwealth of Australia, 2026 Future Skills Organisation

BSBWRT401 Write complex documents	BSBWRT401A Write complex documents	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for BSBWRT401 Write complex documents

Modification History

Release	Comments
1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan, draft and finalise complex documents that require review and analysis of a range of information sources
- use business technology to apply formatting, and incorporate graphics
- edit the draft text to ensure accuracy and clarity of information, obtain feedback on the draft and revise the draft
- apply the enterprise style guide/house style.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the enterprise style guide/house style
- outline formatting styles and their impact on formatting, readability and appearance of documents
- explain rules and conventions for written English, as defined by general and specialist sources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

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Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10.

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CHCADV001 Facilitate the interests and rights of clients

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to assist clients to identify their rights, voice their needs and concerns and realise their interests, rights and needs.

This unit applies to workers of all levels in a range of health or community services settings who provide services using a human rights based approach and have direct interaction with clients.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*

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1. Facilitate the realisation of client interests, rights and needs	1.1 Discuss the rights and responsibilities of all parties with client 1.2 Provide client with researched, relevant and timely information on their rights and responsibilities 1.3 Assist clients to identify their own interests, rights, needs, choices and responsibilities 1.4 Identify when rights are infringed or not being met 1.5 Provide client with information on available options for meeting their rights and needs and assist them to identify their preferred option
2. Advocate in accordance with client preferences and requests to optimise client outcomes	2.1 Undertake an assessment to identify client's ability to advocate for self 2.2 Initiate, negotiate and implement relevant strategies for addressing client rights and needs in collaboration with the client 2.3 Identify potential barriers as well as resources 2.4 Identify and contact the most appropriate individuals and/or organisations and represent the client to optimise outcomes for the client 2.5 Ensure information is kept in confidence unless authorisation is given to release it
3. Provide ongoing support to clients	3.1 Support and encourage clients to exercise their rights and personal preferences without compromising their safety and that of others 3.2 Consult with supervisor, other support workers and the service about interests, rights and needs of clients in a way that upholds their rights and supports their reasonable expectations 3.3 Identify situations of risk or potential risk and refer appropriately 3.4 Apply work practices to minimise potential for harm to clients, self and others 3.5 Conduct all activities in accordance with legal, organisation and duty of care requirements

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4. Support clients making a complaint	4.1 Discuss organisation and legal complaints mechanism and ensure client is aware of rights and responsibilities 4.2 Assist client in lodging a complaint 4.3 Monitor process and provide ongoing support and information to client
5. Review progress	5.1 Discuss progress and outcomes with the client and collaborate on further action as necessary 5.2 Ensure follow up and links to other services as required and in accordance with client preferences 5.3 Obtain feedback and identify opportunities for improvement to own work and action as appropriate

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCADV001 Facilitate the interests and rights of clients	CHCAD401D Advocate for clients	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAD401 /CHCAD402. Significant changes to performance criteria.	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	
CHCADV001 Facilitate the interests and rights of clients	CHCAD402D Support the interests, rights and needs of clients within duty of care requirements	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAD401 /CHCAD402. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCADV001 Facilitate the interests and rights of clients

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- Worked in collaboration with 1 client to identify their interests, needs and rights
- Advocated on behalf of 1 client to achieve a specific outcome
- Supported 1 client throughout an organisational or legal complaints process

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- *Universal Declaration of Human Rights*
- relationship between human needs and human rights
- human rights frameworks, approaches, instruments
- legal and ethical considerations (international, national, state/territory, local) related to facilitation of client rights and interests and how these impact individual workers:
    - duty of care
    - human rights
    - mandatory reporting
    - discrimination
    - privacy, confidentiality and disclosure
    - informed consent
    - organisation and legal complaints processes
    - rights and responsibilities of clients, workers and organisations
- common risks to client safety and wellbeing

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- relevance of child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure
- actions that constitute discrimination and techniques for addressing it
- types of community resources, networks and referral options relevant to the nature of client service
- potential conflict between client needs and organisation requirements
- differences between negotiation, advocacy, mediation
- negotiation, advocacy, mediation techniques for the facilitation of client rights
- empowerment and disempowerment

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCADV002 Provide advocacy and representation services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to formally represent the interests of service users. Representation will include the development of community representative and industry participative roles and positions in influencing policy processes and decision-making forums.

This unit applies to workers in health, community services or advocacy settings who are responsible for providing formal representation services to clients. Work at this level requires a degree of autonomy, judgement and responsibility for own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*

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1. Establish the representative role and process	1.1 Identify role, processes and conditions of representation in consultation with individuals and key groups 1.2 Identify and seek the support of key people and develop strategic alliances 1.3 Determine and implement requirements for reporting, accountability and evaluation
2. Represent the interests of client or client group	2.1 Identify relevant interests and concerns to be pursued in accordance with organisation objectives and priorities 2.2 Undertake work to provide a framework for pursuing promotion of relevant interests 2.3 Create and respond to opportunities to reflect, promote and represent identified interests 2.4 Determine the potential impact developments and decisions will have on objectives and priorities and how success will be measured 2.5 Provide progress and other reports and feedback to key people according to organisation requirements
3. Negotiate outcomes and liaise with key people	3.1 Communicate and promote purpose and objectives 3.2 Promote and facilitate collaborative planning and action 3.3 Identify potential areas of conflict and implement strategies to address them 3.4 Undertake appropriate work with organising committees and board of management to maximise effectiveness
4. Evaluate effectiveness of strategies	4.1 Analyse actual work outcomes and document and report against agreed objectives and priorities 4.2 Implement adjustments to strategy according to the evaluation

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCADV002 Provide advocacy and representation services	CHCAD504B Provide advocacy and representation services	Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCADV002 Provide advocacy and representation services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided formal advocacy and representation services to 2 individual clients or client groups and evaluated the effectiveness of strategies used

Knowledge Evidence

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

- legal and ethical considerations, including:
  - *Power of attorney*
  - guardianship
  - legal status of parents and guardians of people under the age of 18
  - human rights
- types of advocacy including:
  - self
  - individual
  - systems
  - citizen and parent
- functions of advocacy:
  - raising awareness
  - acting
  - writing
- types of community consultation and decision-making processes

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- industry and government processes and culture
- models of support and negotiation
- nature and structure of the community services and health industries
- processes and structures relevant to organisation goals and objectives or work role
- processes and systems to support advocacy, including electronic campaigning
- how representation and advocacy are different to decision-making on behalf of a client or a service provider
- processes of both individual advocacy and group advocacy

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCADV003 Represent clients in court

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to adequately support and represent clients as they work through the court or tribunal process.

This unit applies to workers at any level in community services or advocacy settings who are responsible for providing formal advocacy services to clients in this capacity.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Prepare for court	1.1 Communicate with client to ensure representation is based on needs and is relevant

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	1.2 Inform client of court processes and clarify roles and responsibilities 1.3 Follow appropriate court preparation procedures and format in line with organisation requirements 1.4 Liaise and brief solicitor or legal representative at all stages of court or tribunal process 1.5 Check files and relevant paperwork and update for accuracy 1.6 Deliver relevant and appropriate legal notice/s with adequate time allowed prior to court appearance
2. Represent client in court	2.1 Observe appropriate court dress, grooming and etiquette and professional attitude 2.2 Answer questions and present facts clearly, concisely, confidently and accurately
3. Follow up court appearance according to organisation procedures	3.1 Prepare accurate records, reports and updates resulting from the court appearance 3.2 Undertake appropriate debriefing with client, colleagues, supervisor and/or solicitor 3.3 Discuss and confirm with solicitor, supervisor and/or colleagues a process for monitoring any actions during the period of adjustment following the court or tribunal appearance

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCADV003 Represent clients in court	CHCAD505A Represent clients in court	Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCADV003 Represent clients in court

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- represented 3 clients in court, completed organisation requirements and determined follow up requirements

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations, including:
    - duty of care
    - human rights
    - discrimination
    - rights and responsibilities of clients
- processes and structure of the Australian legal system, including:
    - court or tribunal processes
    - role of different tribunals
    - knowledge of different court types and relevant procedures and etiquette
    - common law and statute law
- legal representation option’s open to client including:
    - duty solicitor
    - legal aid
- social justice principles, including access, equity, participation and fairness

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions and contingencies, including:
    - case studies of court cases in line with privacy and confidentiality requirements
    - interactions with people with a range of needs
    - typical workplace reporting processes

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCADV004 Represent organisation in court or tribunal

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to undertake work as an advocate of a service or organisation in a court or tribunal.

This unit applies to workers typically in a leadership role in a community services or advocacy setting who are responsible for providing formal advocacy or representation.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Prepare to represent organisation in court or tribunal	1.1 Follow appropriate court or tribunal preparation procedures and format in line with organisation requirements

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	1.2 Negotiate with client prior to court or tribunal appearance 1.3 Liaise with, and brief solicitor prior to court or tribunal appearance in accordance with role and organisation requirements 1.4 Prepare relevant paper work prior to court or tribunal appearance and ensure it is up to date 1.5 Assess each case and determine whether the organisation can lodge an application for a hearing 1.6 Deliver relevant and appropriate legal notice/s with adequate time allowed prior to court or tribunal appearance
2. Represent organisation in court or tribunal	2.1 Observe appropriate court or tribunal dress, grooming and etiquette codes 2.2 Undertake additional briefing with solicitor as necessary 2.3 Finalise relevant documentation including procedures and protocols required to prepare case for presentation 2.4 Answer questions and articulate facts clearly, concisely, confidently and accurately 2.5 Maintain effective negotiations and briefing with the client and the solicitor throughout the court or tribunal process in accordance with role and organisation requirements
3. Follow up actions from court appearance or tribunal hearing	3.1 Prepare accurate records, reporting and file updates, as required and resulting from the court appearance or tribunal hearing 3.2 Undertake appropriate debriefing with colleagues, supervisor and solicitor 3.3 Establish a process for monitoring the action following the court or tribunal appearance 3.4 Notify appropriate stakeholders of any intention to withdraw, adjourn or relist case
4. Follow up actions resulting from the hearing	4.1 Carry out procedures within time limits 4.2 Follow appropriate steps after a legal order has been given

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5. Use the procedure for resolving specific issues	5.1 Investigate and document nuisance and annoyance claims 5.2 Negotiate with client to attempt a resolution, prior to a hearing 5.3 Ensure all required reports are completed accurately after a hearing and record follow up action/s 5.4 Make appropriate referrals to agencies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCADV004 Represent organisation in court or tribunal	CHCAD506A Represent the organisation in a court or tribunal	Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCADV004 Represent organisation in court or tribunal

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- represented an organisation in court and/or tribunal on 1 occasion including preparing for, and following up on hearing.

Knowledge Evidence

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

- relevant legislation, policies and organisation procedures
- relevance of legal system to service delivery policy
- knowledge of the processes and structure of the Australian legal system, including:
    - court and/or tribunal processes
    - role of different tribunals
    - knowledge of different court types and relevant procedures and etiquette
    - common law and statute law
- organisational and legal documentation, including:
    - briefs of evidence
    - court reports
    - affidavit
    - police statements
    - set questions
    - file or case notes

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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
- modelling of industry operating conditions and contingencies, including:
    - case study of court and/or tribunal case
    - interactions with people
    - typical workplace reporting processes

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCADV005 Provide systems advocacy services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to advocate and ensure that government, community and organisational systems broadly support and uphold human rights.

This unit applies to workers in a health, community services or advocacy settings who undertake a leadership role in influencing social and system changes. Workers at this level will also advocate for change and continuous improvement at the organisational level to improve client outcomes and service quality.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*

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1. Obtain, analyse and document information	1.1 Research information about particular issues relating to client rights and interests and document accordingly 1.2 Conduct consultations with colleagues, clients, carers and other stakeholders to identify and define issues of concern 1.3 Collate information into appropriate format for communicating with, and distributing to, relevant agencies and stakeholders
2. Work with stakeholders to develop strategies to address identified needs	2.1 Develop and maintain close working relationships and networks with relevant stakeholders 2.2 Organise formal meetings, working groups and other activities to develop policy statements, action plans, strategies, projects and programs to address identified needs 2.3 Document appropriate, relevant and agreed plans to address needs identified with stakeholder organisations
3. Advocate for and facilitate the implementation of strategies developed to address the rights and interests of clients	3.1 Prepare submissions for resources to implement identified strategies, projects and action plans 3.2 Where appropriate, contribute to relevant government policy development 3.3 Work with consumers and other stakeholders to implement relevant projects and action plans 3.4 Pursue opportunities and provide comments on policy documents, legislation, project plans and other relevant documents relating to client rights and interests
4. Contribute to service improvements	4.1 Gather feedback from key stakeholders on access, effectiveness of services, satisfaction, service gaps and areas for improvement

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	4.2 Consult with stakeholders to identify culturally appropriate systems and services, and compare to current practices 4.3 Respond appropriately to breaches of rights in service delivery in line with organisation and legal complaints processes 4.4 Provide information about identified needs, possible improvements and recommendations for change to organisation and other relevant parties 4.5 Provide progress and other reports and feedback to key people according to organisation requirements
5. Advocate to improve coordination between services	5.1 Develop working relationships with other services and community groups to promote and advocate improved linkages and service coordination 5.2 Identify and develop appropriate strategic alliances and partnerships 5.3 Proactively participate in decision making forums, committees, working groups and other strategic opportunities to advocate for improved service provision 5.4 Collaboratively develop strategies that incorporate priorities of each organisation and address any barriers or areas of conflict 5.5 Collaboratively work to develop, implement and evaluate a framework for change
6. Evaluate outcomes	6.1 Review advocacy outcome in line with organisation and stakeholder objectives 6.2 Identify lessons learned and areas requiring change 6.3 Identify opportunities for continued improvement and additional strategies

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCADV005 Provide systems advocacy services	CHCAD603B Provide systems advocacy services	Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCADV005 Provide systems advocacy services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided systems advocacy for 1 specific client or client group or community to achieve a specific outcome including:
    - consulted with members of the client group and/or community to identify issues and concerns
    - facilitated 1 formal meeting with the client or client group or community to develop strategies for action
    - pursued opportunities to advocate, mediate and negotiate through community organisations and government agencies
    - represented client issues within broader social, political and community structures
    - identified 1 opportunity for improved service delivery within the organisation and provided recommendation(s) for change

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- *Universal declaration of human rights*
- relationship between human needs and human rights
- human rights frameworks, approaches, instruments
- legal and ethical considerations for advocacy work and how these are applied in organisations, including:
    - duty of care
    - human rights

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    - mandatory reporting
    - discrimination
    - confidentiality, privacy, disclosure
    - informed consent
    - organisation and legal complaints processes
    - power of attorney
    - guardianship including the legal status of parents and guardians of people under the age of 18
    - rights and responsibilities of clients, workers and organisations
- structural, political and other social factors which operate to maintain discrimination against clients, consumers and service users
- specific range of issues affecting the client group
- context and relationship of client issues to community, society and government policy
- key stakeholders and how to access them
- functions of advocacy:
    - raising awareness
    - acting
    - writing
- political lobbying processes, including electronic campaigning and use of media (traditional, social and digital) for advocacy purposes
- relevant agencies and services which may assist in promoting and advocating
- balance between the rights of the general community and the rights of people with specific issues
- power and power structures
- community consultation, participation and decision-making processes
- processes and structures relevant to organisation goals and objectives or work role
- industry culture
- models of negotiation
- models of management and leadership
- advocacy issues relating to:
    - alcohol and other drugs
    - cultural and linguistic diversity
    - risk of self-harm
    - women

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- men
- people under 18 years of age
- ageing
- disability
- chronic illness
- community education
- Aboriginal and Torres Strait Islander people
- mental health
- lesbian, gay, bi-sexual, transgender, intersex (LGBTI)
- migrants and refugees

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAGE001 Facilitate the empowerment of older people

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.

This unit applies to support workers in residential or community contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Develop relationships with older people	1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill 1.2 Recognise and respect older people's social, cultural and spiritual differences 1.3 Maintain confidentiality and privacy of the person within organisation policy and protocols 1.4 Work with the person to identify physical and social enablers and disablers impacting on health outcomes and quality of life 1.5 Encourage the person to adopt a shared responsibility for own support as a means of achieving better health outcomes and quality of life
2. Provide services to older people	2.1 Identify and discuss services which empower the older person 2.2 Support the older person to express their own identity and preferences without imposing own values and attitudes 2.3 Adjust services to meet the specific needs of the older person and provide services according to the older person's preferences 2.4 Provide services according to organisation policies, procedures and duty of care requirements
3. Support the rights of older people	3.1 Assist the older person to understand their rights and the complaints mechanisms of the organisation 3.2 Deliver services ensuring the rights of the older person are upheld 3.3 Identify breaches of human rights and respond appropriately 3.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the older person and report to an appropriate person 3.5 Assist the person to access other support services and the complaints mechanisms as required

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4. Promote health and re-ablement of older people	4.1 Encourage the older person to engage as actively as possible in all living activities and provide them with information and support to do so 4.2 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living 4.3 Identify strategies and opportunities that maximise engagement and promote healthy lifestyle practices 4.4 Identify and utilise aids and modifications that promote individual strengths and capacities to assist with independent living in the older person's environment 4.5 Discuss situations of risk or potential risk associated with ageing

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE001 Facilitate the empowerment of older people	CHCAC318B Work effectively with older people	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including	Not equivalent

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		volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCAGE001 Facilitate the empowerment of older people

Modification History

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

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:

- responded to the goals and aspirations of at least 2 older people, 1 in a simulated environment and 1 in the workplace:
    - employing flexible, adaptable and person-centred approaches to empower the individual
    - recognising and responding appropriately to situations of risk or potential risk
- used oral communication skills to maintain positive and respectful relationships

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:

- structure and profile of the aged care sector:
    - residential aged care sector
    - home and community support sector
    - current best practice service delivery models
    - relevant agencies and referral networks for support services
- key issues facing older people, including:
    - stereotypical attitudes and myths

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    - the impact of social devaluation on an individual's quality of life
- implications for work in the sector, including:
    - concepts of positive, active and healthy ageing
    - rights-based approaches
    - person-centred practice
    - consumer directed care
    - palliative approach
    - empowerment and disempowerment
    - re-ablement and effective re-ablement strategies
- the ageing process and related physiological and psychological changes, including sexuality and gender issues
- strategies that the older person may adopt to promote healthy lifestyle practices
- legal and ethical considerations for working with older people, including:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety
- indicators of abuse and/or neglect, including:
    - physical
    - sexual
    - psychological
    - financial
- reporting requirements for suspected abuse situations
- the impact of own attitudes on working with older people

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - relevant organisation policies and procedures

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- relevant aids to assist with independent living

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAGE002 Implement falls prevention strategies

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 work in partnership with older people and their carer/s to implement strategies to minimise the risk of falls.

This unit applies to support workers in a residential or community context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Prepare to implement falls prevention strategies	1.1 Determine identified strategies which can be implemented within role and responsibilities and discuss with supervisor or relevant health professional 1.2 Interpret findings of the assessment and explain relevant information to the older person and their carer clarifying any requirements 1.3 Seek the older persons' permission, cooperation and commitment by communicating in a supportive and encouraging manner that is respectful of the older person and their carer's level of understanding, cultural background, needs and rights
2. Identify potential risk of falls	2.1 Discuss the older person's concerns about falling and how they have coped with previous falls in a manner respectful of their privacy, dignity, wishes and beliefs 2.2 Discuss the support of carers where appropriate 2.3 Identify and explore lifestyle, health and mobility factors with the older person, that might affect the level of risk 2.4 Determine the older person's physical indicators of risk of falls using appropriate tools and methodologies within scope of role 2.5 Determine the older person's risk factors based on findings in collaboration with supervisor and/or relevant health professional 2.6 Identify the older person's needs, issues and concerns outside scope of practice and refer to appropriate supervisor, health professional or agency in line with organisation procedures
3. Implement falls prevention strategies	3.1 Identify and explain options to minimise the risk of falls and include opportunities for the older person and carer to contribute where appropriate 3.2 Work with the older person and their carers to identify and implement strategies that are consistent with their safety needs, priorities, preferences and specific requirements 3.3 Implement strategies in a safe and effective manner that minimises the older person's discomfort

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	3.4 In collaboration with the older person and carers, decide how strategies can be tested and how success will be measured and communicated within the support team
4. Monitor falls prevention strategies	4.1 Work with the older person and their carers to review and measure the outcomes of falls prevention strategies 4.2 Share and celebrate positive results with the older person, carers, supervisor or health professional as appropriate 4.3 Identify when and why strategies are not having the desired result and any indicators of increased risk 4.4 Determine future strategies and actions including referral to other services in consultation with the older person, carers and health professional 4.5 Complete, maintain and store all relevant documentation and reports according to organisation policy and protocols

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE002 Implement falls prevention strategies	CHCAC417A Implement interventions with older people at risk of falls	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCAGE002 Implement falls prevention strategies

Modification History

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

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:

- implemented falls prevention strategies for at least 2 older people and monitored and evaluated those strategies in a collaborative, positive and respectful manner

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:

- the ageing process and how it might affect the risk of falls
- factors, including stroke, contributing to the risk of falls and their impact on older people and their carers
- normal posture, gait and balance and how to recognise deviations
- medical causes of falls, including stroke and how to recognise signs of those causes
- the physical and psychological effects of falls on older people and their carers
- falls prevention strategies and indicators of when a strategy should be halted
- legal and ethical considerations for working with older people, including:
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure

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    - work health and safety
- documentation requirements including the importance of accurate, objective and appropriately detailed records

Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person. The following conditions must be met for this units:

- use of suitable facilities, equipment and resources, including:
    - relevant risk assessment tools
    - relevant organisation policies and procedures

Overall, assessment must involve workplace interactions with older people, colleagues and families/carers.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCAGE003 Coordinate services for older people

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removed pre-requisites. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to provide services to an older person. It involves following and contributing to an established individual plan.

This unit applies to workers in a residential or community context, or those in personal care or support services that work with older people. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
Coordinate the delivery of the individualised plan	1.1 Identify and prioritise the needs, goals and preferences of the older person outlined in the individualised plan 1.2 Coordinate services and support activities in consultation with the older person and colleagues 1.3 Outline and clarify all service providers' understanding of the individualised plan and their roles and responsibilities 1.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the older person and respond in line with organisation guidelines
2. Liaise and negotiate with appropriate personnel and service providers	2.1 Support the older person to access and negotiate resources in order to deliver identified services 2.2 Support the older person to access community support agencies to facilitate the achievement of established goals 2.3 Recognise when a service and/or support worker is no longer able to provide the level of service required and take action to minimise disruption to service delivery
3. Support family and carers	3.1 Recognise the impact of support issues on the carer/s and families and refer appropriately 3.2 Provide support and respite for carer/s
4. Coordinate feedback	4.1 Explain to all service providers the mechanism/s for providing feedback on the effectiveness of the individualised plan 4.2 Obtain feedback from service providers on the effectiveness of the individualised plan and report to supervising health professional 4.3 Seek feedback from the older person and/or their advocate and report to supervising health professional

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	4.4 Support the older person to seek advice and assistance from relevant health professionals when their goals are not being reached

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE003 Coordinate services for older people	CHCAC412B Provide services to older people with complex needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removed pre-requisites. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAGE003 Coordinate services for older people

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removed pre-requisites. Significant changes to knowledge evidence.

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:

- coordinated the service needs for at least 3 older people requiring varying levels or types of support

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:

- the social model of disability
- aspects of elder abuse, including:
  - indications of neglect or abuse
  - emotional impact of abuse
  - appropriate management of issues surrounding abuse
- manifestations and presentation of common health problems associated with ageing, appropriate actions in response to these problems and when to refer
- role and function of various relevant health professionals
- relevant community and support services
- principles and practices of case management
- organisation standards, policies and procedures

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Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and any relevant equipment outlined in the plan
    - organisation guidelines for abuse or neglect

Overall, assessment must involve workplace interactions with older people, colleagues, families/carers and working with the older person's individualised plan.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAGE004 Implement interventions with older people at risk

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to work in partnership with older people and their carers to implement interventions in the context of an individualised plan to reduce risk.

This unit applies to support workers in a residential or community context. Work performed requires a range of well developed skills where some discretion and judgement is required. Workers will take responsibility for their own outputs under direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with the preparation for a risk assessment	1.1 Confirm assessment requirements with supervisor or relevant health professional 1.2 Encourage participation of the older person and their carer in assessment and further actions 1.3 Provide information to the older person and/or carer to clarify own role, responsibilities and accountability 1.4 Provide information to the older person and/or carer explaining the assessment process, including explanation of results 1.5 Communicate in a supportive and encouraging manner that is respectful of the older person and carer's, rights, level of understanding and cultural background 1.6 Seek older person's permission and cooperation in the assessment process
2. Contribute to the identification of risks	2.1 Identify and review factors in the older person's lifestyle that might affect their level of risk 2.2 Use appropriate tools and methodologies, within scope of role, to determine risk based on physical indicators presented by the older person 2.3 Assist with risk assessment ensuring to minimise unnecessary discomfort to the older person and maximises their participation 2.4 Use the support of carers to identify risks 2.5 Recognise the older person's risk factors based on medical history, measurements and findings, in collaboration with supervisor and/or relevant health professional 2.6 Identify the older person's needs, issues and concerns outside scope of own practice and refer to appropriate supervisor and/or health professional
3. Implement risk minimisation strategies	3.1 Identify and explain options to minimise risk to the older person and/or carer 3.2 Work with the older person and carer to identify risk minimisation strategies that are consistent with the older person's safety needs, priorities and specific requirements

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	3.3 Implement strategies in a safe and effective manner that minimises the older person's discomfort 3.4 Support carer in contributing to the implementation of strategies, where appropriate
4. Monitor risk minimisation strategies	4.1 Monitor the effects of the strategies on the older person 4.2 Identify any indicators of increased risk 4.3 Identify when strategies are not having the desired result and possible reasons for this 4.4 Reassess and identify more appropriate strategies 4.5 Work with the older person and carer to assess the outcomes of risk minimisation strategies 4.6 Discuss feedback from the older person and carer with supervisor and/or or relevant health professional 4.7 Complete, maintain and store all relevant documentation and reports according to organisation policy and protocols in a timely manner

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE004 Implement interventions with older people at risk		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCAGE004 Implement interventions with older people at risk

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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:

- assisted with the assessment of risk and the implementation and evaluation of risk minimisation strategies for at least 2 older people, 1 in a simulated environment and 1 in the workplace, in a manner that is respectful of the older person's dignity and privacy.

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:

- the tensions which may exist between an individual's rights and the organisation's responsibility to individuals
- legal and ethical considerations for working in aged care:
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
- the major issues, trends and policies relating to the health and wellbeing of older people
- standardised tools for risk assessment and the management and monitoring of risks
- major risk areas for ageing population:

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    - depression and anxiety
    - isolation
    - abuse (sexual, emotional, physical, financial, system)
    - falls
    - medication
    - dehydration and malnutrition
    - dysphagia
    - continence
- documentation requirements including the importance of accurate and appropriately detailed records

Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including relevant assessment tools

Overall, assessment must involve some real interactions with older people, colleagues, families/carers and the use of individualised plans.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAGE005 Provide support to people living with dementia

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Correction of mapping merged CHCAC416A and CHCAC319A. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAC406A and CHCAC319A. Significant change 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 provide person-centred care and support to people living with dementia. It involves following and contributing to an established individual plan.

This unit applies to workers in a residential or community context, including family homes. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

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. Prepare to provide support to those affected by dementia	1.1 Apply person-centred care approaches to all interactions with the person living with dementia 1.2 Interpret individualised plan and familiarise self with the specific needs and wants of the person living with dementia 1.3 Identify and address person's needs for a stable and familiar environment 1.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the person and report to an appropriate person
2. Use appropriate communication strategies	2.1 Use verbal and non verbal communication strategies to maximise engagement of the person with dementia 2.2 Gain cooperation and provide reassurance as appropriate by using reality orientation 2.3 Use a range of validation strategies to relieve distress and agitation in the person
3. Provide activities for maintenance of dignity, skills and health	3.1 Organise activities which aim to maintain independence, using familiar routines and existing skills 3.2 Organise activities that are appropriate to the individual, reflecting their cultural likes and dislikes, in order to bring back pleasurable memories 3.3 Ensure the safety and comfort of the person balanced with autonomy and risk taking

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	3.4 Access information about the person's reminiscences and routines with family and carers 3.5 Provide support and guidance to family, carers and/or significant others where appropriate
4. Implement strategies which minimise the impact of behaviours of concern	4.1 Identify behaviours of concern and potential triggers 4.2 Contribute to team discussions on support planning and review 4.3 Take action to minimise the likelihood of and reduce the impact of behaviours on the person and others 4.4 Evaluate implemented strategies with support planning team to ensure effectiveness in minimising behaviours
5. Complete documentation	5.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor 5.2 Complete, maintain and store documentation according to organisation policy and protocols
6. Implement self care strategies	6.1 Monitor own stress level in relation to working with people with dementia 6.2 Use appropriate self care strategies and seek support if required

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCAGE005 Provide support to people living with dementia	CHCAC319A Provide support to people living with dementia	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAC416A and CHCAC319A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCAGE005 Provide support to people living with dementia	CHCAC416A Facilitate support responsive to the specific nature of dementia	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAC416A and CHCAC319A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAGE005 Provide support to people living with dementia

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Correction of mapping merged CHCAC416A and CHCAC319A. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAC406A and CHCAC319A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- provided support to 2 different people living with dementia:
    - using a person-centred approach to support
    - using appropriate communication strategies
    - assisting in implementing a range of suitable activities that meet the person's needs

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:

- up to date research on dementia and the different manifestations of dementia, including:

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    - Alzheimer's disease
    - vascular dementia or multi-infarct dementia
    - Lewy bodies
    - excessive alcohol intake or Korsakov Syndrome
    - fronto temporal lobar degeneration (FLTD) including Pick's disease
    - Huntington's disease
    - Parkinson's disease
    - younger onset dementia
- dementia as a progressive neurological condition, including pathological features:
    - amyloid plaques
    - neurofibrillary tangles
    - loss of connection between cells and cell death
- common indicators and symptoms of dementia
- behaviours of concern, needs driven behaviour model and de-escalation procedures
- progression of dementia and potential impact on the person with dementia, their family and significant others, including:
    - depression
    - loss and grieving
    - anger
    - despair
    - social embarrassment a family member might feel
    - isolation
    - financial burden on the family
    - social devaluation
- principles of person-centred approach to support
- relevant activities which enhance self-esteem and pleasure in the person's life, minimise boredom, and distract from or eliminate behavioural and psychological symptoms of dementia
- competency and image enhancement as a means of addressing devaluation
- verbal and non-verbal communication strategies including:
    - reality orientation
    - reminders of the day, the time, relationships, occasions
    - reassuring words, phrases and body language
    - validation

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- empathy
- acceptance of the person's reality
- acknowledgement
- allowing expressions of distress
- providing verbal and physical reassurance
- frequent reminiscence to connect with person

Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions, including scenarios that reflect a range of dementia support services involving a range of dementia symptoms and behaviours of concern

Overall, assessment must involve some real interactions with people with dementia, colleagues and families/carers.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAGE006 Provide food services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 apply basic food safety practices including personal hygiene and conduct.

This unit applies to workers in a food services environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Comply with the food safety program	1.1 Read and interpret the food safety program 1.2 Ensure personal hygiene requirements are met and follow hygiene procedures 1.3 Report health conditions and/or illness as required 1.4 Wear clothing and footwear appropriate for food handling tasks 1.5 Identify and report processes or practices which are not consistent with the program, taking corrective action within the level of responsibility 1.6 Maintain the workplace in a clean and tidy order to meet workplace standards 1.7 Identify opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
2. Receive and store food deliveries	2.1 Receive and check food deliveries against organisation records 2.2 Handle food hygienically and in accordance with manual handling principles 2.3 Ensure selected food storage environments are appropriate to specific food type 2.4 Maintain appropriate environmental conditions for specific food types 2.5 Ensure storage area is kept free from contaminants
3. Prepare foods as required	3.1 Identify a range of foods to meet the nutritional needs of the client groups 3.2 Accurately follow standard recipes to ensure product consistency, nutritional integrity and to minimise wastage 3.3 Prepare appropriate meals for specific client groups in an appetising and attractive manner 3.4 Modify food texture to meet the needs of client groups and to meet enterprise standards 3.5 Serve and plate meals appropriate to the setting, using appropriate portion control equipment as required 3.6 Evaluate meals against organisation standards

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4. Distribute meals and refreshment to clients	4.1 Check each meal against appropriate documentation prior to delivery 4.2 Check room numbers, bed numbers and client name against appropriate documentation 4.3 Consider the position of the food trolley to minimise handling, complete meal tray assembly and check for accuracy according to established routines and procedures 4.4 Refill water jugs to address specific client requirements according to established policy and procedure 4.5 Prepare beverage utensils for use 4.6 Reheat meals, if required, according to food regulations 4.7 Replace missing or incorrect meals and/or beverages with appropriate meals and/or beverages 4.8 Deliver meals and/or beverages and leave in the appropriate place for client within the designated timeframe 4.9 Assist client to sit up if required, in accordance with role, organisation policy and under the direction of an appropriate health professional
5. Collect utensils and meal trays	5.1 Collect trays and all utensils after client has finished eating 5.2 Check tray for foreign objects, report appropriately and stack tray safely on trolley 5.3 Return dirty beverage utensils and empty water jugs for cleaning 5.4 Maintain stock of clean beverage utensils 5.5 Seek client feedback on general acceptance/satisfaction with meals and forward feedback to appropriate personnel according to enterprise procedures 5.6 Report insufficient food or fluid intake to the appropriate personnel according to enterprise procedures and within scope of work role

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE006 Provide food services	CHCAC316D Provide food services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAGE006 Provide food services

Modification History

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

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:

- carried out work responsibilities to meet the requirements of the food safety program on at least 3 separate occasions, 1 in a simulated environment and 2 in the workplace
- distributed meals and collected trays and utensils on at least 6 separate occasions

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:

- current food safety legislation relevant to jurisdiction and food service
- food safety and food handling policies and procedures of organisation
- safe storage of food including storing to minimise manual task risks, including:
    - storing heavier loads between knee and waist height
    - minimising double handling
- nutritional values, food groups, the *Australian dietary guidelines,* and the *Australian standards for texture modified foods and fluids*
- specific dietary requirements, including:
    - coeliac
    - diabetes
    - food allergies

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    - food intolerances
    - cultural requirements
- swallowing problems and importance of food texture modification
- clothing and footwear requirements for working in and/or moving between food handling areas:
    - personal clothing maintenance
    - laundering
    - storage requirements
    - possible consequences of not following these procedures
- personal hygiene practices and their relationship to infection control, and the reporting of illness as required by the food safety program
- responsibilities for maintaining the work area in a clean and tidy state
- suitable standards for materials, equipment and utensils used in the food handling area.
- use and storage of cleaning equipment as required to carry out own work responsibility
- waste collection, recycling and handling procedures relevant to own work responsibilities

Assessment Conditions

The following aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace:

- carried out work responsibilities to meet the requirements of a food safety program

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - food safety program policies and procedures
    - menus and recipes and associated ingredients
    - beverages and drinking equipment
    - food preparation and reheating facilities and equipment
    - food storage equipment and facilities
    - appropriate clothing and footwear for food handing
    - cleaning equipment
    - hand washing facilities

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCAOD001 Work in an alcohol and other drugs context

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish and work within the current context, philosophy and values of the alcohol and other drugs (AOD) sector.

This unit applies to workers who come into contact with clients affected by alcohol and other drugs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Establish the context for AOD work	1.1 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of AOD

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	1.2 Research and analyse impacts of AOD policy frameworks on AOD work practice 1.3 Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use
2. Apply understanding of context to AOD practice	2.1 Apply knowledge of broad and specific AOD contexts to AOD work practice 2.2 Identify and use legal frameworks that impact on AOD work 2.3 Identify, review and apply information about evidence based models and frameworks of AOD work
3. Integrate the core values and principles of AOD work into practice	3.1 Assess AOD practice values and ensure support and interventions are person-centred 3.2 Apply a harm minimisation approach to maximise support for the AOD client 3.3 Support the client's rights and safety, including access and equity of services
4. Apply understanding of the impact of values in AOD practice	4.1 Reflect on personal values and attitudes regarding AOD use and acknowledge their potential impact when working in AOD contexts 4.2 Apply awareness of organisations' values 4.3 Consider client values in determining interventions and supports

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCAOD001 Work in an alcohol and other drugs context	CHCAOD201D Prepare for alcohol and other drugs work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAOD201D and CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCAOD001 Work in an alcohol and other drugs context	CHCAOD402B Work effectively in the alcohol and other drugs sector	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCAOD201D and CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAOD001 Work in an alcohol and other drugs context

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- used critical thinking skills to evaluate information about current values and philosophy of the AOD sector
- worked with at least 2 people who have alcohol and/or drugs issues in ways that are consistent with the current values and philosophy of the AOD sector

Knowledge Evidence

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

- impact of current and changing social, political, economic and legal contexts of AOD
- historical, current and emerging models of alcohol and drugs practice and their evidence base including:
    - moral model
    - disease model
    - psycho-dynamic model
    - social learning model
    - social-cultural model
    - public health model, including systems approach
    - stages of change model
- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct

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    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations, and their importance
    - work health and safety
- specific contexts for AOD work and their characteristics, including:
    - centre-based work
    - day program
    - withdrawal services
    - drop-in centres, recreational facilities
    - housing and residential services
    - inpatient
    - outreach and home visits, street, parks
    - online AOD work, web-based, emails, discussion rooms
    - telephone contact
- values and philosophies of the AOD sector, including:
    - harm minimisation
    - recovery
    - person-centred approach
    - empowerment
    - health promotion (as per the Ottawa Charter)
- social constructs of the AOD sector and the impact of own attitudes on working with people affected by AOD
- historic, current and emerging patterns of drug and alcohol use

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- services, prevention and intervention strategies available to AOD clients
- risks and mitigation strategies when working with people affected by alcohol and/or other drugs
- drug fundamentals:
    - classes of drugs:
        - primary properties
        - harms
    - types of drugs and how they are administered, including:
        - alcohol
        - cannabis
        - tobacco
        - illicit
        - prescription
        - current and emerging trends in drug types and their use
    - signs and symptoms of use, including:
        - stages and symptoms of withdrawal
        - effects of drug use on health, cognitive, social, emotional development and impact on others
    - patterns and prevalence of drug use, including:
        - experimental
        - recreational/social
        - situational
        - dependence
    - poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs

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.

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Link

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CHCAOD002 Work with clients who are intoxicated

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to respond to the immediate and ongoing needs of people intoxicated by alcohol and/or other drugs, with a focus on harm minimisation.

This unit applies to people working in alcohol and other drugs (AOD) services and other community service delivery contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Provide services to intoxicated clients	1.1 Assess level of intoxication and nature and extent of alcohol and/or drug use

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	1.2 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance 1.3 Identify the need for first aid and seek assistance from a health professional as required 1.4 Provide client with a safe and secure environment in which to sober up/come down 1.5 Monitor client's physical state regularly to ensure health and safety 1.6 Accurately document services provided to client
2. Reduce harm or injury to self, client and others	2.1 Maintain calm and confident manner in contact with client 2.2 Conduct interactions with clients in a fair, just, humane and positive manner 2.3 Use strategies identified in organisation response plan 2.4 Maintain safety of client, self and others using established procedures 2.5 Provide services to client in a manner consistent with organisation infection control guidelines 2.6 Follow established procedures to seek emergency assistance
3. Assist client with longer term needs	3.1 Assist client with activities of daily living 3.2 Provide information on AOD issues and availability of support services 3.3 Contact families and/or support networks at client request and in accordance with organisation policies 3.4 Assess client in accordance with organisation policy and procedure to determine if they represent a risk to themselves or others by leaving the facility

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD002 Work with clients who are intoxicated	CHCAOD406E Work with clients who are intoxicated	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAOD002 Work with clients who are intoxicated

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided services to at least 2 intoxicated clients
- used the following communication and interpersonal skills in dealing with intoxicated clients:
    - management of difficult and aggressive behaviour
    - non-judgmental communication
    - conflict resolution
    - negotiation
    - self-protection

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent

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    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
    - infection control
- contexts in which interactions with intoxicated persons may take place:
    - night patrols
    - detoxification/withdrawal units
    - sobering up shelters
    - emergency departments and other health environments
    - other community service delivery environments
- signs and symptoms of alcohol and/or drug use
- signs and symptoms that indicate need for assistance from a health professional
- ways to assess intoxication and/or drug use level/s
- concurrent medical illnesses which may mimic/mask withdrawal
- strategies for dealing with aggressive and potentially violent clients, including protective/risk management strategies
- types of daily living assistance that may be provided:
    - personal hygiene
    - food and drink
    - transportation/assistance with travel
- current information on alcohol and other drugs issues
- available support services and resources
    - emergency and crisis contacts
    - sobering up services
    - withdrawal services
    - mental health services

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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 organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD003 Provide needle and syringe services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills knowledge required to determine client needs, provide clean needle and syringe services and offer education on safer drug use to clients.

This unit applies to people working with drug injecting clients in needle and syringe services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Determine client needs	1.1 Follow organisation procedures to identify scope of client needs

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	1.2 Maintain client confidentiality in line with organisation and legislative guidelines 1.3 Assess and respond to any risks to the safety of client, self and others 1.4 Identify and respond to the need for emergency assistance as required
2. Provide clean needles and syringes	2.1 Follow organisation infection control procedures 2.2 Organise and provide equipment based on client needs and organisation procedures 2.3 Monitor client according organisation procedures 2.4 Accurately document details of clean needle and syringe services provided
3. Provide education on safer drug use	3.1 Provide information on safe needle and syringe handling and drug use to users of the service 3.2 Provide clients with relevant and current information on alcohol and other drugs (AOD) and related issues and discuss the issues with them 3.3 Discuss risks and relevant harm minimisation strategies for alcohol and/or other drug use with clients 3.4 Assist clients to contact and use other support services as required

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD003 Provide needle and syringe services	CHCAOD407E Provide needle and syringe services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAOD003 Provide needle and syringe services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided clean needle and syringe services and education on safer drug use to at least 2 clients, including information on:
    - safer injecting
    - vein care
    - viral hepatitis
    - other blood borne virus transmission risks
    - testing
    - treatment and support information services

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work and how they are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent

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    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- World Health Organisation's *Standard precautions* for health care, including:
    - personal and hand hygiene
    - use and scope of personal protective equipment guidelines
    - surface cleaning
    - sharps handling and disposal techniques
    - cleaning and sterilisation procedures for equipment
- public health benefits of needle and syringe programs
- features and safe use of injecting equipment
- needle stick injury procedures
- self-care procedures
- risks associated with injected drugs:
    - blood-borne viruses (BBV's)
    - sexually transmitted infections (STI's)
    - hepatitis C including transmission risks, testing, treatment and support information and services
    - strategies for self-protection including universal precautions
- current information on AOD issues, including:
    - drugs prevalence in the local community
    - information on meeting physical, emotional, financial and social needs
    - mental health, suicide and self-harm
    - harm minimisation strategies
- available support services and resources:
    - crisis and emergency contacts
    - available agencies and their scope of service, including:
        - self help groups

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        - advocacy groups
    - resources on:
        - dependency
        - AOD issues for families or personal network

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:
    - needles
    - syringes
    - disposable containers
    - water
    - single use tray
    - plastic gloves
    - body fluids clean up kit
    - safe disposal facilities
    - organisation policies and procedures
- modelling of industry operating conditions, including
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD004 Assess needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to prepare for and conduct assessments of alcohol and other drugs (AOD) clients to determine eligibility, service requirements and referral needs. This includes knowledge of factors affecting assessment for a range of different client groups including different genders, youth, older people, mandated and voluntary clients, Aboriginal and/or Torres Strait Islander people and those from culturally and linguistically diverse backgrounds.

This unit applies to people involved in the assessment of clients with AOD issues using established organisation or jurisdictional AOD assessment tools.

Licensing/Regulatory Information

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.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Prepare for assessment	1.1 Review existing information about the client and consult with relevant health or community services professionals based on client needs 1.2 Discuss with the client reasons for seeking help and other information that may assist in establishing a basis for further work 1.3 Explain organisation parameters of confidentiality and policy/procedures to client 1.4 Inform the client of the assessment purpose and process 1.5 Confirm client's understanding of the purpose and process of assessment
2. Conduct assessment	2.1 Identify history and pattern of client's drug use through client discussion and questioning 2.2 Identify and clarify co-existing issues in consultation with the client 2.3 Identify the clients key familial and social relationships and how they are impacted by their AOD use 2.4 Assess current status, patterns of use and levels of dependence using standardised or approved AOD screening and assessment tools 2.5 Collaborate with other health professionals as indicated by assessment 2.6 Identify indicators of other issues that may affect work with the client through observation and questioning
3. Record assessment and provide feedback	3.1 Accurately record assessment results according to defined guidelines 3.2 Apply organisation criteria to determine entry to, or exclusion from, services 3.3 Prepare clear and comprehensive client assessment report 3.4 Provide feedback to the client based on assessment report
4. Identify and respond to need for referral	4.1 Identify client issues that are outside the scope of the service and/or the scope of the worker 4.2 Identify appropriate service and other support options for the client and their family members

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	4.3 Inform the client of possible options and reasons for seeking other service and support options 4.4 Confirm the client's understanding of options 4.5 Work with the client to determine referral options and responsibilities 4.6 Make referral with client consent 4.7 Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD004 Assess needs of clients with alcohol and other drugs issues	CHCAOD408B Assess needs of clients with alcohol and-or other drugs issues	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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		Significant change to knowledge evidence.	

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Assessment Requirements for CHCAOD004 Assess needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- assessed at least 2 clients in different settings, presenting with alcohol and/or other drug issues
    - determining current status of the client in relation to:
        - readiness for change
        - levels of risk of:
            - deliberate self-harm and/or harm to others
            - behaviours which expose clients to blood borne disease
            - other drug use in family
        - physical, emotional, financial, legal and psychological state and immediate needs in these areas
- used communication skills, including:
    - interpreting verbal and non-verbal communication
    - establishing rapport with client
    - managing conflict
    - active listening
    - negotiating

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:

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    - children in the workplace
    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- requirements related to client registration, allocation and referral
- context for the provision of services - agency role, agency target group and the impacts on the local community
- risk assessment processes in relation to interventions for people with drug and/or alcohol and co-existing issues
- AOD assessment tools, including:
    - types of tools
    - purpose of tools
    - components of different types of tools, and the information they include
    - availability of standardised tools
    - benefits of standardised tools
    - how to select tools for different situations and client presentations
- client information required for assessment and the scope and depth of information needed around:
    - client objectives and expectations
    - client history and pattern of drug use
    - client current state of health

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    - co-existing issues
- established processes and protocols for determining:
    - level of dependence
    - length of dependence
    - health status
- common co-existing conditions and associated issues relating to assessment of people with drug and/or alcohol issues, including:
    - physical
    - sensory
    - intellectual
    - psychiatric
- factors for consideration when working with different types of clients:
    - youths:
        - stage of development
        - parental involvement
    - older people:
        - use of different assessment tools – what they are and how they are used
        - consideration of existing comorbidities
        - interactions with other medications
        - working collaboratively with aged care service providers and those providing home-based supports to older people
        - awareness of issues related to the use of addictive prescription medications
    - different gender communication styles
    - mandated and voluntary clients:
        - willingness to participate
        - readiness for, and commitment to change
    - Aboriginal and/or Torres Strait Islander people, including impacts of trauma
    - culturally and linguistically diverse people
    - issues related to voluntary versus forced migration
- considerations when working with clients at risk of self-harm, suicide or with mental health issues, including:
    - suicidal or self-harming behaviour, ideation or intention
    - risk assessment procedures
    - safety planning and other management strategies

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    - links between predisposing factors for suicide, self-harm and other mental health issues
    - legal and ethical obligations
    - when and how to negotiate a no suicide contract with client
- professional responsibilities when presenting cases fall outside of practitioner's current scope:
    - when referral is appropriate or required
    - information and advice sources
- how to apply pharmacological factors to the assessment process:
    - types of drugs and how they are administered:
        - alcohol
        - cannabis
        - tobacco
        - illicit
        - prescription
        - other prevalent drugs
        - current and emerging trends in drug types and their use
    - classes of drugs:
        - patterns and prevalence
        - primary properties
        - harms
        - preventative/intervention strategies
    - effects of drug use, including:
        - signs and symptoms of use
        - tolerance and dose levels
        - stages and symptoms of withdrawal
        - health issues relating to use:
            - malnutrition
            - blood borne diseases
            - skin infestations
            - effects of drug use on health, cognitive, social, emotional development and impact on others
    - patterns of drug use, including:
        - experimental

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        - recreational/social
        - situational
        - dependence
    - consequences and effects of drug substitution/replacement
    - poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - standardised AOD screening and assessment tools
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD005 Provide alcohol and other drugs withdrawal services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to provide support and assistance to people going through the process of withdrawing from alcohol, tobacco or other drugs, including combinations of these.

This unit applies to those working with clients going through alcohol and other drugs (AOD) withdrawal in residential or non-residential settings following established withdrawal guidelines.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Check client needs	1.1 Review client information and conduct initial withdrawal assessment with the client using an appropriate withdrawal tool according to organisation protocols 1.2 Collaborate with other services as indicated by client needs 1.3 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance 1.4 Identify and respond to the need for medical or emergency assistance as appropriate within scope of own role 1.5 Evaluate client against organisation mission criteria and determine if they have been referred appropriately 1.6 Where referral is not appropriate, support client to access other available services
2. Support management of withdrawal	2.1 Determine most appropriate withdrawal modality based on client needs 2.2 Provide an appropriate environment within which alcohol and/or drug/s withdrawal is to take place 2.3 Monitor client's physical and psychological state regularly to ensure health and safety according to organisation guidelines 2.4 Provide client with support services within scope of own role 2.5 Identify signs of any concurrent illness and refer appropriately 2.6 Document services provided to client and consult with appropriate persons
3. Evaluate client withdrawal	3.1 Evaluate and discuss outcomes with client and appropriate persons in the organisation 3.2 Discuss relapse and preventative planning measures with client 3.3 Assist client to link with relevant post withdrawal services 3.4 Document outcome of client drug withdrawal

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD005 Provide alcohol and other drugs withdrawal services	CHCAOD409E Provide alcohol and-or other drug withdrawal services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAOD005 Provide alcohol and other drugs withdrawal services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided withdrawal services according to organisation protocols to 2 clients presenting with different needs

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - discrimination/eligibility
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients

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    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- organisation protocols for the assessment, monitoring and evaluation of:
    - home-based withdrawal
    - residential withdrawal and any restrictions on clients
    - outpatient withdrawal
- stages of AOD withdrawal and specific signs and symptoms
- responses to the stages of withdrawal
- concurrent medical illnesses which may mimic/mask withdrawal
- support agencies in the AOD sector and the services they provide, including post withdrawal services
- current information on alcohol and other drugs issues relevant to withdrawal, including relapse prevention and planning

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:
    - client information
    - withdrawal assessment tools
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD006 Provide interventions for people with alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to confirm, conduct and monitor intervention strategies to address alcohol and other drugs (AOD) issues.

This unit applies to workers who provide support to people with AOD issues within the scope of an established individual treatment plan. Interventions would be ongoing and be conducted 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Prepare for intervention	1.1 Interpret intervention requirements from the individual treatment plans 1.2 Identify and organise support resources required for the intervention 1.3 Plan the intervention, in line with client needs and treatment plan
2. Confirm intervention requirements with client	2.1 Describe features of the intervention and how it can be used effectively 2.2 Confirm client understanding of the intervention 2.3 Report any misunderstanding or confusion experienced by the client to a supervisor 2.4 Obtain consent before commencing the intervention
3. Conduct intervention	3.1 Guide and support the client to participate in the intervention as defined in the treatment plan 3.2 Provide feedback to the client to reinforce their understanding of intervention and progress 3.3 Identify and manage any issues the client is having with the intervention 3.4 Work collaboratively with others and seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge
4. Monitor and record activities	4.1 Provide progress feedback to supervisor identifying successes, difficulties and concerns the client is experiencing with the intervention 4.2 Implement variations to the intervention under guidance from supervisor 4.3 Clearly document information about the intervention and its progress 4.4 Provide progress feedback to client 4.5 Identify the need for referral to other services and take action in consultation with supervisor

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD006 Provide interventions for people with alcohol and other drugs issues	CHCAOD411A Provide interventions for people with alcohol and other drug issues	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAOD006 Provide interventions for people with alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- planned, conducted and monitored interventions for at least 2 people with AOD issues as detailed in their treatment plan, using evidence based interventions, at least 1 of which, must be motivational interviewing

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management

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    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- roles and responsibilities of people involved in the intervention:
    - worker – scope of role and boundaries
    - client
    - family and broader support network
    - self-help groups
    - other services/agencies
- types of information and terminology found in client treatment plan and how to interpret these
- factors that may influence a client's ability to participate in an intervention
- theoretical frameworks about motivation to change alcohol and/or other drug use
- treatment interventions, and their use, appropriate to AOD and scope of role, including:
    - motivational interviewing/counselling
    - cognitive behavioural therapy
    - detoxification
    - relapse prevention
    - crisis intervention
    - brief intervention
    - protective intervention
- techniques for motivational interviewing/counselling, including:
    - attending skills, use of body language
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - normalising statements
- strategies to support clients during interventions
- strategies for managing difficult situations:

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    - conflict management and resolution
    - mediation and negotiation
- types and availability of service to which client may be referred

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client treatment plans
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work collaboratively with clients to develop strategies for preventing and managing relapse, should it occur, as well as ways to deal effectively with potentially harmful behaviour.

This unit applies to workers who develop strategies with, and for, clients with alcohol and other drugs (AOD) issues within established organisation guidelines.

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 .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Explore relapse prevention	1.1 Review client information to inform relapse prevention work 1.2 Prepare client for the possibility of relapse as a common experience 1.3 Determine any previous relapse prevention strategies used by the client 1.4 Determine stakeholders to be included in the relapse prevention process, in consultation with the client
2. Identify potential risks	2.1 Identify and discuss potential relapse triggers with the client 2.2 Determine environmental factors that could contribute to client responses 2.3 Identify circumstances that could cause potentially harmful behaviour to client and others 2.4 Complete a risk assessment process in conjunction with client according to organisation protocols
3. Develop relapse prevention and management strategies	3.1 Research and evaluate a range of support strategies and identify the most suitable to meet client's needs 3.2 Work with client in a manner that promotes client participation and respects client's insights and experiences 3.3 Work collaboratively with client to select most appropriate relapse prevention strategies 3.4 Work with client to identify relapse management strategies and contingency plans if difficulties are encountered, including harm minimisation
4. Report and document information	4.1 Accurately record strategies in individual treatment plan according to organisation protocols 4.2 Follow privacy and confidentiality requirements when reporting feedback

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management	CHCAOD513A Provide relapse prevention strategies	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- conducted a relapse planning session with at least 2 clients with alcohol and/or drug issues that incorporate supporting clients with:
    - problem solving
    - goal setting
    - coping
    - self monitoring and management
    - recognising and managing cravings
    - cognitive restructuring
    - harm minimisation
- used effective communication skills, including:
    - empathy
    - open questioning
    - reflective listening
    - summarising

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in relapse prevention and management work, and how these are applied in organisations and individual practice:
    - children in the workplace

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    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- roles and responsibilities of different people in the relapse prevention process, including scope of own role
- principles of:
    - effective communication, including motivational interviewing, active listening and questioning
    - crisis management
    - harm minimisation
- effects of AOD and the behavioural responses associated with AOD issues
- models of relapse prevention
- factors that typically trigger relapse
- factors that influence substance use, including environmental, cultural, economic and individual that are risk factors for relapse
- risk assessment and management considerations including ways of minimising risk:
    - environmental
    - physical
    - physiological
- relapse/lapse management strategies for:
    - managing cravings and urges

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    - identifying and challenging thoughts
    - problem solving
    - goal setting
    - building positive relationships
- pharmacotherapies and other therapies to assist in relapse prevention
- strategies to assist with harm minimisation to client and others

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - risk assessment tools/forms
    - client treatment plans
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to design, implement and monitor ongoing therapeutic interventions drawing on evidence informed models and techniques. It involves holistic consideration of all client needs, and collaboration with other services.

This unit applies to individuals who work with significant autonomy in the provision of interventions and support to clients with alcohol and other drugs (AOD) issues. While work is carried out in the context of an existing treatment plan, the worker may also design and adapt specific strategies.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Design intervention and support strategies	1.1 Evaluate information from client assessment and treatment plan 1.2 Determine the immediate and proximate needs and goals of the client 1.3 Review the scope of client needs and client interactions with other support services 1.4 Identify therapeutic models and techniques with potential to meet desired outcomes 1.5 Analyse and select specific options and strategies that best meet client needs 1.6 Integrate techniques and strategies to maximise potential outcomes for client
2. Implement intervention and support strategies	2.1 Establish professional relationship within appropriate worker/client boundaries 2.2 Use counselling and other intervention techniques and strategies as planned 2.3 Recognise and respond to difficult or challenging situations 2.4 Adapt and refine approaches based on client interactions and own observations 2.5 Maintain engagement with reticent or reluctant clients 2.6 Include exploration of issues beyond the immediate scope of the intervention that may impact on progress 2.7 Document client interventions according to organisation policy
3. Make holistic evaluation of client progress	3.1 Monitor and review client progress against planned goals 3.2 Adjust intervention and support strategies based on outcomes of review 3.3 Evaluate personal and agency ability to deliver services that address all client needs 3.4 Determine client’s physical, social, emotional and other needs that cannot be met in agency service

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4. Collaborate with others	4.1 Identify other options and services able to assist client needs 4.2 Consult with other services about potential to provide services to clients and for shared care work 4.3 Make referrals to other services according to organisation protocols 4.4 Work collaboratively with significant others, co-workers and other services to support client needs

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues	CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and-or other drug issues	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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		Significant change to knowledge evidence.	

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Assessment Requirements for CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- autonomously planned and provided intervention and support strategies to 2 different clients with AOD issues:
    - used at least 2 of the following approaches/models:
        - cognitive behavioural therapy or mindful integrated cognitive behavioural therapy (MiCBT)
        - rational emotive therapy
        - reality therapy
        - dialectical behaviour therapy
        - acceptance and commitment therapy
        - solution focussed therapy
        - narrative therapy
        - resilience based interventions
        - family counselling
        - group work and group counselling

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
    - children in the workplace

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    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- counselling and other therapeutic models and techniques appropriate to client AOD issues and scope of role, including when and how these may be used:
    - cognitive behavioural therapy
    - mindful integrated cognitive behavioural therapy (MiCBT)
    - rational emotive therapy
    - reality therapy
    - dialectical behaviour therapy
    - acceptance and commitment therapy
    - solution focussed therapy
    - narrative therapy
    - resilience based interventions
    - family counselling
    - group work and group counselling
- ways that different models and techniques may be integrated and when this may be appropriate
- techniques for teaching clients self-management skills and self-report measures
- factors affecting support work with people from specific groups:
    - men

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    - women
    - young people
    - elders
    - Aboriginal and/or Torres Strait Islander
    - culturally and linguistically diverse (CALD)
- techniques for dealing with difficult communication situations, including:
    - managing emotions
    - defusing anger
    - clarifying the issues
    - maintaining composure and professional attitude
    - providing support
    - seeking assistance
- measures for monitoring client outcomes

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client assessments
    - client treatment plans
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of people with whom the candidate can interact
    - scenarios that cater to a range of settings, including crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCAOD009 Develop and review individual alcohol and other drugs treatment plans

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work collaboratively with clients to establish treatment goals, and to develop and evaluate individual treatment plans to meet those goals.

This unit applies to workers who develop treatment plans with, and for, clients with alcohol and other drugs (AOD) issues on the basis of an existing assessment and within established organisation guidelines. Depending on the context, development of the plan may be autonomous or collaborative. Workers may or may not be the person conducting the assessment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Consider the type of treatment and services to be provided	1.1 Interpret presenting issues and requirements from client assessment 1.2 Work with client to identify interaction and relationship between different presenting issues in the context of their health and demographic profile 1.3 Identify the need for potential referral, and collaboration with other services 1.4 Identify and respond to the need to consult with other professionals or specialists as required 1.5 Explain the purpose of the planning process and developing the treatment plan, and the roles of different people 1.6 Discuss with client their readiness for development of a treatment plan
2. Determine treatment goals and strategies	2.1 Discuss desired outcomes, priorities and long term goals with the client 2.2 Identify any barriers and/or cultural factors that may impact on reaching goals 2.3 Provide information about different service and support options suited to the client's needs 2.4 Assist client to evaluate and select strategies to achieve their goals 2.5 Determine preferred actions and prioritise 2.6 Confirm client capacity to meet the logistical demands of selected strategies 2.7 Establish timelines for identified goals with consideration of overlaps between different services and support 2.8 Agree on type and frequency of interactions 2.9 Work with the client to identify others in the client and family support network to be involved in the treatment plan, and their roles 2.10 Record goals and selected strategies in the individual treatment plan according to organisation protocols

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3. Review client progress	3.1 Regularly review client's progress against negotiated goals and action plans 3.2 Monitor, record and report client progress in accordance with organisation guidelines 3.3 Negotiate revised action plans and timelines and record in the treatment plan as needed 3.4 Accurately record revisions in the individual treatment plan according to organisation protocols 3.5 Negotiate exit from the program with the client and provide support in accordance with organisation policies and available resources 3.6 Review outcomes of interventions with supervisor and/or colleagues

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD009 Develop and review individual alcohol and other drugs treatment plans	CHCAOD512B Develop and implement a behaviour response plan	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment, including volume and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for CHCAOD009 Develop and review individual alcohol and other drugs treatment plans

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed a treatment plan based on existing assessments and within organisation guidelines for 2 people requiring different types of interventions and service supports

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure, including limitations
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients

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    - specific AOD legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- different approaches and models of service planning and case management
- principles of:
    - person centred approach
    - effective communication and negotiation techniques
- organisation policies, procedures and guidelines for individual treatment plans
- types of issues beyond the scope of AOD services where referral or inter-agency collaboration may be required
- role of family members and others in the client support network in relation to successful treatment planning, implementation and review
- types of information and terminology found in client assessments and how to interpret these
- what constitutes effective treatment goals for AOD issues
- AOD service delivery models including:
    - inpatient
    - outpatient
    - residential
    - home based
    - outreach
    - technology delivered
- brief and longer term treatments and interventions available, when and how they are used
- processes for the matching of treatment goals to different interventions and strategies aimed at abstinence and controlled AOD use
- ways of using stages of change to identify appropriate treatment goals, strategies and referral options
- barriers and cultural factors that may impact on a person with AOD issues achieving treatment goals and ways to address this
- how and where to access specialist AOD information
- factors affecting support work with people from specific groups:
    - men
    - women
    - young people

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    - elders
    - Aboriginal and/or Torres Strait Islander
    - culturally and linguistically diverse (CALD)

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - client assessments
    - organisation policies and procedures
- modelling of industry operating conditions, including involvement of people with whom the candidate can interact

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS001 Address the needs of people with chronic disease

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to determine and address specific issues faced by people who have a chronic disease, in the context of contributing to a holistic approach to support.

The unit applies to workers providing services to people with chronic disease in diverse community services and health contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine the person's needs	1.1 Identify the person's chronic disease conditions and seek information about its possible impacts on health, well being and ability to achieve maximum performance in everyday situations 1.2 Determine current treatments, and other inputs and supports by seeking information from the person or other health professionals 1.3 Determine the level and type of support and assistance required by the person within scope of own role 1.4 Adjust services and support to meet the specific nature of the chronic disease 1.5 Actively involve the person in the development of strategies to self manage their chronic disease
2. Support the person in a holistic manner	2.1 Discuss with the person, their family and other carers, the full range of issues that could have an impact on their well being 2.2 Respond to the range of issues in an integrated way 2.3 Support the person to understand their chronic disease condition 2.4 Facilitate the person to self-manage through provision of advice and resources 2.5 Identify and discuss any unmet needs and requirements and make appropriate referral
3. Contribute to a coordinated service approach	3.1 Maintain awareness of current contribution of other agencies and professionals in supporting the person 3.2 Identify the level and type of contribution made by family and other carers and the effects it has on the person 3.3 Identify and meet communication and reporting responsibilities within the support system and own role 3.4 Respond to variations in the person's needs in the context of a coordinated service approach

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS001 Address the needs of people with chronic disease	CHCICS408B Provide support to people with chronic disease	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCOM510B/CHCICS408B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCCCS001 Address the needs of people with chronic disease	HLTCOM510B Provide services to clients with chronic diseases or conditions	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTCOM510B/CHCICS408B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS001 Address the needs of people with chronic disease

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- determined and addressed the needs of at least 3 people presenting with different types of chronic disease and lifestyle situations

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:

- broad context for chronic disease:
    - World Health Organisation and other models of chronic disease management
    - continuum of chronic disease
    - life variables that have an impact on health and well being
    - impacts of chronic disease:
        - social
        - emotional
        - physical
        - psychological
        - financial
- strategies to address and manage chronic disease in the relevant work context:
    - prevention
    - treatment types
    - principles and practice of client focused practice
    - maintenance of positive life roles
    - stages of change, to establish readiness for attitudinal and behavioural change

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- ways to communicate appropriately and effectively with a person with a chronic disease
- roles and responsibilities of different people in chronic disease management and their contribution to coordinated service delivery

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 individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies involving people with chronic disease
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS002 Assist with movement

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to support people who require assistance with basic physical movement which may be due to incapacity.

This unit applies to workers in a range of community services or health contexts who provide front line support services within the context of an established individualised plan.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Prepare to assist a person with movement	1.1 Confirm requirements and risk factors for assisting a person with movement with relevant personnel, individualised plan or organisation policy and procedures

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	1.2 Select, prepare and adjust equipment according to the person's requirements and the individualised plan 1.3 Appropriately prepare environment 1.4 Explain the procedure to the person and answer questions as required and according to appropriate communication protocols 1.5 Seek the person's consent and cooperation 1.6 Carry out preparation procedures according to safe working practices
2. Assist with movement	2.1 Carry out movement using appropriate safe handling method and equipment using a range of techniques 2.2 Take appropriate action to ensure the person's comfort and safety throughout positioning or transfer 2.3 Encourage the person to assist with movement where possible 2.4 Communicate with the person during movement according to appropriate protocols
3. Complete assistance with movement	3.1 Return equipment to appropriate place as required 3.2 Clean equipment in accordance with organisation policy and procedures 3.3 Report equipment faults immediately in accordance with organisation procedures, industry standards and guidelines

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCCCS002 Assist with movement	HLTCSD305D Assist with client movement	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS002 Assist with movement

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- provided assistance with moving a person in at least 6 of the following situations:
    - assisting a person up off the floor
    - assisting a person to be weighed on chair weighing scales
    - assisting a person to change position in bed
    - assisting a person to use crutches or other walking aids
    - assisting a person or co-worker to use a hoist or mechanical lifter for transfers
    - moving a person to a seated position
    - moving a person by wheelchair or trolley
    - moving a person between wheelchair or trolley and bed
    - moving a person to a standing position
    - transfers from wheelchair to shower chair and toilet
    - assisting a person who is falling

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:

- basic body biomechanics, soft tissue joint structure
- importance of maintaining skin integrity
- organisation policy and procedures in relation to:
    - infection control as it relates to assisting with movement
    - supervisory and reporting protocols

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- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
    - duty of care
    - privacy, confidentiality and disclosure
    - work health and safety, including manual task risk factors
- risk factors and techniques used when environment or residence are not custom fitted with aids
- techniques for assisting with movement, including:
    - actions to be taken when a person is falling
    - active and passive movement
    - assistance with repositioning
    - assisting a person in an emergency
    - assisting a person off the floor
    - assisting a person to be weighed on chair weighing scales
    - assisting a person to change position in bed
    - assisting a person to use crutches or other walking aids
    - assisting a person to walk
    - assisting a person or co-worker to use a hoist or mechanical lifter for transfers
    - moving a person by wheelchair or trolley
    - moving a person between wheelchair or trolley and bed
    - moving a person to a standing or seated position
    - placing a person in a wheelchair
    - transfers from wheelchair to shower chair or toilet
    - utilising mobility aids owned by or associated with the person

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:
    - individualised plans
    - equipment relevant to the persons mobility requirements
    - workplace health and safety manual
    - infection control manual
    - manual handling and lifting/no-lift policies of the organisation
    - equipment manufacturer's instructions

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- modelling of industry operating conditions, including:
    - using real people when using equipment
    - scenarios that reflect standard operating procedures and contingencies relevant to service

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge to identify and manage immediate suicide risk and work with the individual to achieve safe outcomes. It includes the requirements for developing a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further support.

This unit applies to people in formal helping roles in any community service context. Suicide safety may involve face-to-face, telephone or remote contact with the person involved.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify and assess the person's current suicide risk	1.1 Recognise and respond to signs indicating that a person may be considering suicide 1.2 Explore any indications, direct or indirect, that the person may be considering suicide 1.3 Ask specifically about thoughts of suicide whenever there are grounds for concern 1.4 Inform and facilitate the intervention by seeking understanding of why the person is considering suicide and what links them to life
2. Collaborate to increase immediate safety	2.1 Build a collaborative empathic helping relationship that acknowledges how thoughts of suicide and the pain behind them may affect their safety 2.2 Listen to what lies behind any thoughts of suicide while affirming and strengthening life connections and safety support 2.3 Work with the person to develop and implement a safety plan that reduces immediate danger to the person and others 2.4 Mobilise access to emergency services when needed 2.5 Comply with all laws, relevant ethical guidelines and policy requirements that affect duty of care and seek any advice from workplace supervisor
3. Facilitate links to further support	3.1 Empower the person at risk to make informed choices about further help 3.2 Maintain rapport to encourage discussion of on-going concerns 3.3 Help the person identify coping strategies to manage recurrence of suicidal thoughts 3.4 Determine whether underlying mental health concerns or personal circumstances are present and facilitate access to appropriate help 3.5 Explore possible barriers to seeking or accepting help and develop responses 3.6 Explore what has helped the person survive any previous suicide attempts

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	3.7 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help 3.8 Refer to appropriate professionals as required
4. Review and report on support provided	4.1 Document suicide safety plan and follow up action according to evidence informed standards of care and relevant organisation requirements 4.2 Communicate relevant information to work colleagues and other people working with the person 4.3 Reflect on own role in providing support and use learning to enhance future practice 4.4 Identify and respond to the need for own supervision and debriefing

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS003 Increase the safety of individuals at risk of suicide	CHCCS521B Assess and respond to individuals at risk of suicide	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- responded to at least 3 different situations where there is risk of suicide

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:

- indicators of potential suicide risk, including risk of any type of self-harm
- principles and practices of suicide intervention, including:
    - assessment
    - suicide safety
    - facilitating emergency interventions
    - identifying safe actions to implement safety plans
    - facilitation of on-going support
- referral options and procedures for accessing services
- procedures for facilitating emergency interventions
- personal values, beliefs and attitudes that facilitate or impede suicide intervention:
    - assumptions about who may be at risk
    - common notions about suicide
    - assumptions about what might keep someone safe or unsafe
- consideration of how the presence of mental health concerns might influence the helper’s intervention role and inform referral options
- principles and practices of self-care and supervision

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- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
    - duty of care
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations

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 organisation policies and procedures
- modelling typical workplace conditions, including:
    - typical workplace reporting processes
    - scenarios and simulations of crisis situations appropriate to the industry sector
    - scenarios and simulations that reflect real working conditions by modelling industry operating conditions and contingencies

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS004 Assess co-existing needs

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to assess the diverse and multi-faceted needs of people and determine both internal and external services required to meet those needs.

This unit applies in a range of community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for assessment	1.1 Identify and prepare assessment tools and processes according to organisation policy and procedures 1.2 Gather existing information about the person 1.3 Seek additional information from specialists and other sources as required to determine the range of issues that may be affecting the person 1.4 Organise practical aspects of assessment in consultation with the person being assessed 1.5 Provide information about the assessment process to the person and obtain consent
2. Analyse the person's needs using a collaborative approach	2.1 Work within scope of own role and seek assistance from colleagues and experts as required 2.2 Empower the person to identify and prioritise their own needs 2.3 Evaluate needs based on full range of relevant information 2.4 Identify and analyse complex, multiple and interrelated issues 2.5 Evaluate issues of urgency and eligibility 2.6 Assess potential risk factors for service delivery
3. Determine appropriate services	3.1 Consider service delivery and referral options from strengths-based perspective 3.2 Evaluate internal capability and other service networks to determine best fit for the person 3.3 Provide the person with service information and support their decision making process 3.4 Encourage the person to advocate on their own behalf to access services
4. Complete reporting	4.1 Document the outcomes of the assessment process according to organisation procedures

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	4.2 Maintain and store the person's information according to confidentiality requirements 4.3 Provide the person's information to other services according to consent and confidentiality requirements
5. Evaluate assessment and referral processes	5.1 Seek feedback about assessment processes from the person and other networks 5.2 Monitor processes and their outcomes in terms of success in meeting the person's needs 5.3 Routinely seek feedback and reflect on own performance 5.4 Use feedback and own evaluation as a basis for improving processes

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS004 Assess co-existing needs	CHCCS416B Assess and provide services for clients with complex needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS416B/CHCCS500B/CHCCS504B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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CHCCCS004 Assess co-existing needs	CHCCS500B Conduct complex assessment and referral	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS416B/CHCCS500B/CHCCS504B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCCCS004 Assess co-existing needs	CHCCS504B Provide services to clients with complex needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS416B/CHCCS500B/CHCCS504B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS004 Assess co-existing needs

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- assessed and appropriately responded to the requirements of at least 3 people presenting with co-existing needs
- used analytical and critical thinking skills in each case:
    - applying a strengths-based approach to assessment
    - analysing information about co-existing issues
    - making evidence-based judgements about the person’s needs

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:

- different types of assessment and their use in different contexts
- assessment process:
    - roles and responsibilities of different people
    - impact of the setting on the process
    - roles and types of assessment tools
    - ways of collecting information
    - validity and reliability requirements

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    - reporting requirements and formats
- nature and impact of diverse and multi-faceted needs and issues affecting client groups, and potential interrelationships between them, including:
    - mental health
    - alcohol and other drugs
    - imprisonment
    - child protection
    - family violence
    - homelessness
    - poverty
    - health
    - age
    - disability
    - behaviours of concern
    - employment
    - culture and religion
- common service requirements and basic features of those services including:
    - employment
    - physical and mental health
    - housing
    - community support
    - social inclusion
    - education and training
    - financial support
- networks and specialist services available
- legal and ethical considerations relating to assessment processes, including:
    - privacy, confidentiality and disclosure
    - duty of care
    - informed consent

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, including:

- use of suitable facilities, equipment and resources, including:

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    - organisation policies and procedures
    - use of peoples information on which to base assessment
    - individualised plans and any relevant equipment outlined in the plan
    - assessment tools and processes
- modelling typical workplace conditions and contingencies, including:
    - interactions with people with a range of needs
    - typical workplace reporting processes

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS005 Conduct individual assessments

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to prepare for, conduct and report on an assessment of a persons need for support services using established processes and tools.

The unit applies to workers across a range of community services or health contexts, but does not provide a basis for a worker to conduct a clinical health assessment which should be conducted by a relevant health professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Prepare for assessment	1.1 Identify the need for assessment based on organisation policy and procedure

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	1.2 Identify required assessment tools and processes 1.3 Clarify purpose and scope of assessment and refer situations beyond own responsibility to the appropriate person 1.4 Organise appropriate time and suitable place for the assessment with the person and obtain the person's consent 1.5 Clarify whether the person wants others present at the assessment and if interpreter is needed
2. Conduct assessment session	2.1 Inform the person of the purpose and process of the assessment and confirm understanding 2.2 Conduct assessment in a fair manner according to guidelines 2.3 Recognise the person's diverse needs and any interrelated services required or currently being accessed 2.4 Obtain the person's information through effective use of active listening and questioning 2.5 Encourage and support the person to share potentially sensitive information 2.6 Identify the person's level of comfort with the assessment process and continue or suspend the assessment process as necessary 2.7 Record assessment results according to defined guidelines
3. Interpret and report on assessment results	3.1 Interpret assessment results according to defined guidelines 3.2 Provide feedback on outcome of assessment to the person 3.3 Prepare and store assessment report based on guidelines and organisation policy and procedures 3.4 Provide assessment information to others according to the person's consent requirements and organisation policy and procedure
4. Reflect on own practice	4.1 Undertake self-evaluation in conjunction with supervisor or peers 4.2 Provide and receive open and evaluative feedback to and from co-workers 4.3 Use feedback to enhance future assessment practice

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS005 Conduct individual assessments	CHCICS403A Conduct individual assessment	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS005 Conduct individual assessments

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- completed assessments within established guidelines for at least 3 people presenting with different needs
- communicated effectively with the person to both obtain and provide information and to gain consent

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:

- different types of assessment and their use in different contexts
- assessment process:
    - roles and responsibilities of different people
    - impact of the environment to the process
    - roles and types of assessment tools
    - validity and reliability requirements
    - reporting requirements and formats
- fairness and equity considerations in conducting assessments
- interviewing techniques
- legal and ethical considerations relating to the assessment process, including:
    - privacy, confidentiality and disclosure
    - duty of care
    - informed consent
- organisation policies and procedures, including:

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- referrals and inter-service collaboration
- exiting or transitioning from service

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:
  - assessment tools
  - assessment process guidelines
- modelling of industry operating conditions and contingencies, including assessment conditions must involve people with whom the candidate can interact

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS006 Facilitate individual service planning and delivery

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to contribute to the development, implementation and review of individualised support.

This unit applies to workers in a range of community services and service delivery contexts. Work will involve collaborating with the person requiring support and other people involved in the support network. Service needs may be complex or multiple.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Establish and maintain relationships	1.1 Conduct interpersonal exchanges in a manner that develops and maintains trust and goodwill 1.2 Maintain confidentiality and privacy of the person within organisation policy and protocols 1.3 Recognise and respect diverse and multi-faceted needs of the individual and collaborate with other service providers as needed 1.4 Provide clear and current information about service delivery and support the interests, rights and decision-making of the person in all dealings
2. Prepare for planning	2.1 Determine the physical and psychological factors relevant to the person's life stage that will influence service delivery 2.2 Explain the purpose of the planning process and discuss different service options with the person 2.3 Work with the person to determine readiness for the development of an individualised plan and select most appropriate service option 2.4 Determine who needs to be included in the planning process and organise practicalities 2.5 Collate and prepare information and distribute to relevant stakeholders as required 2.6 Liaise with the assessor of the person's requirements prior to the planning session as required
3. Plan service delivery	3.1 Respect the person's perspective, foster their strengths and capacities and promote their participation 3.2 Follow process requirements of service planning tools 3.3 Identify and confirm key aspects of individualised service delivery by working collaboratively with the person and other stakeholders to establish goals

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	3.4 Consider interrelated needs of the person and plan an integrated approach to service delivery 3.5 Conduct risk assessment specific to the person's circumstances, discuss with person and work collaboratively to minimise risk 3.6 Manage any conflict or differences with regard for the person's perspective
4. Review service delivery implementation	4.1 Consult with relevant people to assess the quality of, and satisfaction with, service 4.2 Address and report any problems with the quality of, or satisfaction with, service delivery within organisation procedures 4.3 Work with the person and relevant others to identify and respond to the need for adjustments to individualised plans 4.4 Support the person's self-determination in making adjustments to plans 4.5 Identify areas for improvement to overall service delivery implementation of organisation
5. Complete reporting requirements	5.1 Clearly record planning activities and decisions made 5.2 Prepare reports and other documentation according to organisation requirements 5.3 Maintain currency of documentation by making appropriate updates 5.4 Incorporate review findings into continuous improvement processes

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS006 Facilitate individual service planning and delivery	CHCICS402B Facilitate individualised plans	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS006 Facilitate individual service planning and delivery

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked within established guidelines to contribute to the planning and reviewing of services which meet the needs of at least 3 people
- contributed to the planning processes by communicating effectively with the person and other stakeholders using active listening and questioning

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:

- role and responsibilities of different people in the planning process:
    - person’s assessor
    - carers and other support workers
    - health professionals
    - other service providers
    - service delivery workers
- human development across the lifespan and influences on service delivery
- strengths-based planning processes:
    - assessment process

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    - collaborative approach
    - documentation and reporting requirements
- features and modes of service delivery:
    - range of service options
    - variations for individualised service
    - resource requirements
    - motivational goal setting
    - collaborating with other service providers to address diverse and multi-faceted needs
    - transitioning to other services
    - exiting service
- legal and ethical considerations related to planning and service delivery and how these are applied in an organisation and individual practice, including:
    - duty of care
    - privacy, confidentiality and disclosure
    - safety and security
- risk management considerations and ways of minimising risk:
    - environmental
    - physical
    - physiological
- continuous improvement processes

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:
    - planning and service delivery policies and procedures
    - planning templates and tools
    - individualised plans and any relevant equipment outlined in the plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS007 Develop and implement service programs

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to engage consumers, analyse service needs of particular groups and develop programs and services to meet those needs.

This unit applies to workers coordinating or managing teams and operations in varied service delivery contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Engage consumers in the analysis of service needs	1.1 Develop a plan for consumer participation and engagement in decisions about service provision 1.2 Investigate the needs of individuals as the basis for service provision in line with consumer participation and engagement plan 1.3 Recognise processes and communications that may be a barrier to consumer participation and develop mechanisms to overcome these 1.4 Interact and consult with people accessing the service to monitor changing needs so they can be addressed 1.5 Consult and collaborate with other services and networks to address multi-faceted needs of individuals and client groups 1.6 Evaluate broader organisation context and its impact on service delivery
2. Develop programs	2.1 Facilitate input to program development from internal and external stakeholders 2.2 Engage people accessing programs in management processes and develop formal arrangements as required 2.3 Incorporate consideration of individual differences, rights, needs and preferences in the planning processes 2.4 Integrate both internal and external services as required 2.5 Determine financial, human and physical resource requirements 2.6 Develop supporting systems and procedures 2.7 Develop and integrate service evaluation methods, including mechanisms for feedback from people accessing service programs 2.8 Document program identifying priorities, timelines and responsibilities
3. Implement and monitor programs	3.1 Communicate roles and responsibilities to relevant stakeholders 3.2 Facilitate provision of training to support implementation

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	3.3 Monitor service delivery against agreed objectives and budgetary frameworks 3.4 Make user interactions and feedback an integral part of ongoing monitoring 3.5 Identify and address problems in addressing the needs of service users in accordance with organisation procedures 3.6 Maintain relevant program and service delivery documentation
4. Evaluate programs	4.1 Assess capacity of programs to meet objectives 4.2 Seek and evaluate feedback from those using the service and other stakeholders 4.3 Modify programs as needed to meet changing requirements within policy and budgetary frameworks

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS007 Develop and implement service programs	CHCCS503B Develop, implement and review services and programs to meet client needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including	Not equivalent

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		volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCCS007 Develop and implement service programs

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed, implemented and evaluated at least 1 community sector service program

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:

- program planning principles and processes, including:
    - program design
    - program resourcing
    - implementation systems and procedures
    - feedback and complaints procedures
    - evaluation and continuous improvement
    - accountability and governance
    - funding framework, including not-for-profit, government funding
- supports needed for effective consumer participation at all levels of program planning
- requirements of specific service user groups and individuals, including:
    - diverse and multi-faceted needs and issues service user participation opportunities and barriers

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- opportunities for collaboration and service partnerships
- risk, regulatory and sustainability considerations
- standards, codes and legislation compliance

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 organisation policies and procedures
- modelling typical workplace conditions and contingencies, including interactions with users of the service and co-workers from a range of diverse backgrounds

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS008 Develop strategies to address unmet needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to assess unmet needs of individuals and to develop and monitor individualised plans in response.

This unit applies to workers in a range of community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 potential unmet needs	1.1 Recognise signs that the person may have unmet needs 1.2 Determine information needed to inform full assessment of unmet needs

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	1.3 Establish ways of gathering information to confirm the scope and nature of the unmet needs 1.4 Identify other people who should be involved in the assessment process and facilitate their involvement 1.5 Collect information to support reporting, analysis and development of individualised plans for the person
2. Develop individualised strategies to meet the person's needs	2.1 Contribute to the development of proactive support strategies that respect the dignity, rights and personal choices of the person 2.2 Incorporate approaches to address impaired social judgement and decision-making capacity where necessary and use a directive approach to setting limits and boundaries 2.3 Integrate individual active, reactive and crisis responses based on individual needs 2.4 Develop responses according to duty of care, ethical and legal requirements 2.5 Consult with colleagues and stakeholders as an integral part of the planning process 2.6 Document in formalised individualised plan
3. Monitor effectiveness of individualised plans	3.1 Monitor effectiveness of strategies in developing and maintaining positive and adaptive responses 3.2 Monitor effectiveness of strategies in reducing risk of harm to the person and others 3.3 Identify level of intrusion on the person's dignity and self-esteem and report to the appropriate person 3.4 Review individualised plans and recommend modifications as required in consultation with appropriate staff and stakeholders
4. Complete reporting requirements	4.1 Prepare reports and other documentation according to organisation requirements 4.2 Maintain currency of documentation by making appropriate updates

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS008 Develop strategies to address unmet needs		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCCS008 Develop strategies to address unmet needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 strategies in response to at least 3 different situations of unmet needs of a person

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:

- indicators that a person has unmet needs
- factors that may contribute to unmet needs, including:
    - physical well being
    - emotional well being
    - environmental context
    - medications
    - conditions and dual diagnosis
- principles and practices that focus on addressing individual unmet needs:
    - methods of data collection
    - functional/cognitive assessment
    - features and inclusions of support plans
    - specific response strategies:
        - ecological manipulations
        - focussed support
        - positive programming
        - reactive strategies

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    - competency and image enhancement as a means of addressing devaluation
    - strengths-based support approaches
- specialist services and referral options
- organisation policies and procedures for reporting incidents and accidents
- legal and ethical considerations relevant to individualised planning and support, and how these are applied in an organisation and individual practice, including:
    - duty of care
    - individual rights and equality
    - constraint
    - imprisonment
    - abuse

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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS009 Facilitate responsible behaviour

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to monitor individuals, respond to behaviours of concern, deal with conflict and support responsibility for behaviour management and change.

This unit applies to workers who work directly with people in a range of community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Observe individuals	1.1 Use formal and informal methods to observe and monitor individuals

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	1.2 Recognise situations for potential conflict and identify appropriate preventative and defusing strategies that can be employed 1.3 Evaluate the person's behaviour and interactions in a fair, objective and consistent manner 1.4 Ensure decisions on action are consistent with available evidence and organisation policies 1.5 Seek specialist advice and make necessary referrals
2. Manage conflict	2.1 Conduct interactions with individuals in a fair, just, humane, equitable and positive manner 2.2 Use communication strategies with individuals for effective interaction and problem solving 2.3 Consider cultural sensitivities and adapt style and language to accommodate different cultural values and practices 2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses 2.5 Use negotiation techniques to divert and minimise aggressive behaviour 2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes
3. Respond to behaviours of concern	3.1 Challenge behaviours of concern and clearly outline options and opportunities to change with positive encouragement 3.2 Confirm using clear, calm and objective language the implications of continuing behaviours of concern 3.3 Follow procedures to ensure personal safety of self, the individual, colleagues and others 3.4 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour 3.5 Carry out interventions based on an analysis of the situation and organisation policies and procedures
4. Complete reporting requirements	4.1 Report incidents in a manner that complies with policy, procedures and legislation 4.2 Prepare reports and other documentation according to organisation requirements

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	4.3 Maintain currency of documentation by making appropriate updates

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS009 Facilitate responsible behaviour	CHCCS401C Facilitate responsible behaviour	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS009 Facilitate responsible behaviour

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- recognised and responded to at least 3 different situations where behaviours of concern are present
- communicated effectively in at least 1 situation of conflict by:
    - engaging positively and supportively
    - using negotiation and problem solving skills
    - modelling assertive behaviour

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 related to addressing behaviours of concern and how these are applied in an organisation and individual practice, including:
    - duty of care
    - individual rights and equality
    - constraint
    - imprisonment
    - abuse
- types of behaviours of concern, underlying reasons and appropriate ways to respond
- cultural practices and customs of the service users' population and their impact on behaviour in the particular environment
- principles of effective communication for conflict management

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- principles of responding to human behaviour relating to violence, aggression and suicide
- reporting procedures for incidents and accidents
- specific statutory requirements related to treatment of people with special needs and requiring special support
- specialist services and referral options
- critical incident procedures

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:

- interactions with people with a range of needs
- typical workplace reporting processes
- links to other services

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS010 Maintain a high standard of service

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge to deliver and maintain a high standard of service.

This unit applies to workers in a range of community services and health contexts where direct support services are provided. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish and maintain an appropriate relationship with people accessing service	1.1 Establish rapport with the person and ensure the service is appropriate and in the person's best interest 1.2 Identify and use effective communication skills to ensure a high level of effective communication and quality service provision 1.3 Access interpreter services as required to assist communication 1.4 Identify the person's concerns and needs and respond within agreed level of responsibility, established procedures and guidelines for reporting to supervisors 1.5 Take action to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to appropriate personnel 1.6 Respond to and deal with complaints in line with organisation policy to enhance service to individuals 1.7 Seek advice from appropriate sources to resolve any concerns or issues regarding relationship with, and/or service to individuals
2. Act in a respectful manner at all times	2.1 Positively, actively and consistently demonstrate respect for individual differences in all work 2.2 Respect and maintain confidentiality and privacy at all times 2.3 Demonstrate courtesy in all interpersonal interactions 2.4 Provide assistance with the care of individuals with behaviours of concern in accordance with established procedures 2.5 Use appropriate techniques to manage and minimise aggression
3. Evaluate own work to maintain a high standard of service	3.1 Consistently monitor and evaluate effectiveness of interpersonal interaction to ensure best service outcomes 3.2 Seek and receive advice and assistance from supervisor, colleagues and other appropriate sources to enhance own performance 3.3 Adjust own work to incorporate advice that addresses performance issues to maintain the agreed standard of support and service

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS010 Maintain a high standard of service	HLTCSD201D Maintain high standard of client service	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS010 Maintain a high standard of service

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- delivered services to 3 different people using appropriate verbal and non-verbal communication styles in a non-discriminatory, supportive and inclusive manner

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:

- characteristics of excellent standards of service
- how to access interpreter services
- cultural differences in Australia
- legal and ethical consideration and how these are applied in an organisation and individual practice, including:
    - privacy, confidentiality and disclosure
    - human rights
    - work health and safety (WHS)
- organisation policies and procedures for responding to:
    - behaviours of concern
    - complaints
- roles and responsibilities of self and other workers within the organisation
- situations when people’s issues need to be referred to an appropriate professional

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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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS011 Meet personal support needs

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 determine and respond to an individual's physical personal support needs and to support activities of daily living.

This unit applies to workers who provide support to people according to an established individualised plan in any community services context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Determine personal support requirements	1.1 Review individualised plan and confirm required equipment, processes and aids 1.2 Identify requirements outside of scope of own role and seek support from relevant people 1.3 Consider the potential impact that provision of personal support may have on the person and confirm with supervisor 1.4 Consider specific cultural needs of the person 1.5 Consider specific physical and sensory needs of the person 1.6 Identify risks associated with the provision of support and confirm with supervisor
2. Maximise participation	2.1 Discuss and confirm person's own preferences for personal support in a positive way 2.2 Consider and confirm the person's level of participation in meeting their personal support needs 2.3 Provide the person with information to assist them in meeting their own personal support needs
3. Provide personal support	3.1 Safely prepare for each task and adjust any equipment, aids and appliances 3.2 Take account of identified risks in the provision of personal support and technical support activities 3.3 Identify and respond to routine difficulties during support routines, and report more complex problems to supervisor 3.4 Identify changes in the person's health or personal support requirements and report to supervisor 3.5 Work with the person and supervisor to identify required changes to processes and aids 3.6 Maintain confidentiality, privacy and dignity of the person

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4. Complete reporting and documentation	4.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor 4.2 Complete and maintain documentation according to organisation policy and protocols 4.3 Store information according to organisation policy and protocols

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS011 Meet personal support needs	CHCICS301B Provide support to meet personal care needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS011 Meet personal support needs

Modification History

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

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:

- safely supported at least 2 individuals by performing the activities outlined in the performance criteria of this unit. This includes following support requirements of an established individualised plan and supporting each of the following activities:
    - bed bathing
    - dressing, undressing and grooming
    - eating and drinking using appropriate feeding techniques
    - oral hygiene
    - shaving
    - showering
    - toileting and the use of continence aids
    - using aids and equipment including devices used by the person
- performed the following hazardous manual handling scenarios at least once:
    - transferring a person between bed and chair
    - transferring a person in and out of car
    - falls recovering

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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:

- different contexts for provision of personal support and impacts on the way services are provided
- role and responsibilities of the personal support providers and workers
- concepts of enablement and re-ablement
- legal and ethical requirements related to the provision of personal support, and how these are applied in an organisation and individual practice:
    - privacy, confidentiality and disclosure
    - duty of care
    - work health and safety, including manual handling
- basics of:
    - body hygiene
    - grooming
    - oral hygiene
    - human body system
- personal safety and security risks associated with provision of personal support and strategies to minimise those risks
- features, functions and safe use of equipment and aids used in provision of personal support and devices used by the person including the importance of adjusting equipment and aids to the needs of the individual
- techniques for completing physical support routines
- infection control procedures
- organisational reporting technologies

Assessment Conditions

Skills must have been demonstrated in a relevant workplace that provides personal support services to people, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for the unit:

- use of suitable facilities and resources including:
    - individualised plans specifying different personal support needs
    - equipment outlined in individualised plans

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- modelling of industry operating conditions including involvement of real people when simulating the provision of service and equipment use

Overall, assessment must involve some real interactions with people who require personal support.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS012 Prepare and maintain beds

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to apply bed making and cleaning practices to a range of beds to ensure that people can safely occupy a clean bed.

This unit applies to workers in a range of settings where beds may be occupied or unoccupied. Where beds in an acute setting are occupied, bed making will usually be performed in an assisting role or under the supervision of an appropriate health professional according to organisation policy.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare area for bed making	1.1 Use personal protective equipment according to organisation policy 1.2 Adjust the height of the bed where possible 1.3 Clear the bed and surrounding areas of any medical and other equipment before stripping the bed 1.4 Check bed linen for displaced personal items, aids and equipment, and place aids and equipment in appropriate area or container
2. Make bed	2.1 Maintain the person's dignity and privacy 2.2 Strip bed linen, where necessary 2.3 Remove clinical waste and soiled linen and place in appropriate container 2.4 Clean the bed according to established procedures, where necessary 2.5 Place clean bed linen on bed in accordance with organisation procedures 2.6 Re-position existing bed linen 2.7 Ask the person whether they are comfortable, or if they have any specific bed needs 2.8 Handle reusable clean bed linen in accordance with organisation procedures 2.9 Clean mattresses and pillows regularly and on discharge, in accordance with organisation procedures
3. Leave bed ready for occupancy or continued occupancy	3.1 Adjust bed height for occupancy and apply brakes according to bed type 3.2 Keep bed, equipment and aids accessible and leave the bed ready for occupancy 3.3 Report damaged and/or faulty beds, equipment, mattresses, pillows and linen to appropriate personnel 3.4 Clean and return to storage area all cleaning implements 3.5 Dispose of any clinical waste in accordance with organisation procedures

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS012 Prepare and maintain beds	HLTCSD203D Prepare and maintain beds	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCCCS012 Prepare and maintain beds

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 and made 5 beds ready for occupancy following correct bed making procedures

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:

- bed linen items
- organisation policies and procedures including:
    - bed cleaning
    - safe handling of soiled linen
    - hygiene
    - infection control
    - personal protective equipment
    - work health and safety, including processes for controlling for manual task risk factors
- clinical waste disposal, including waste minimisation, environmental responsibility and sustainable practice issues

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:
    - bed

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- bed linen
- sheets
- blankets
- quilts
- pillow cases
- doonas
- under-blanket
- mattress protectors
- clinical waste disposal equipment
- personal protective equipment
- personal aids or belongings in bed

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS013 Provide basic foot care

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change 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 determine foot care requirements, and prepare and use basic equipment and medicaments for those people not requiring services of a professional podiatrist.

This unit applies to workers who provide care to older people and follow an established individualised plan in a range of residential and community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Prepare for basic foot skin and nail care	1.1 Confirm that prior assessment has identified need for foot care services appropriate to own role 1.2 Determine requirements for foot care according to individualised plan 1.3 Provide a safe and comfortable setting 1.4 Gather and prepare equipment and materials, following infection control guidelines
2. Complete care routine	2.1 Explain foot skin and nail care procedures to the person 2.2 Assist the person to remove and put on shoes, socks and hosiery, where necessary 2.3 Correctly position the person for foot skin and nail care to minimise risk to the person and the worker 2.4 Follow infection control procedures 2.5 Perform washing, drying, filing and skin care tasks according to individualised plan
3. Clean and store equipment and materials	3.1 Collect, handle and dispose of biological waste material in a safe and sustainable way 3.2 Clean and store equipment according to manufacturer's guidelines, setting protocols and infection control requirements
4. Document the person's information	4.1 Record basic foot, skin and nail care according to organisation requirements 4.2 Identify and document indicators of foot issues requiring professional attention and make appropriate referral in a timely manner

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS013 Provide basic foot care	CHCICS306B Provide basic foot skin and nail care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCCCS013 Provide basic foot care

Modification History

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

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:

- provided basic foot care services to at least 2 people
- followed established techniques, infection control guidelines and safety procedures for each of the following:
    - washing and drying of feet
    - nail filing
    - skin care
    - biological waste disposal

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:

- basic anatomy and physiology of the foot:
    - foot and nail pathology
    - structure and functioning of skin and integuments
    - indicators suggestive of need for podiatry assistance
- ways to minimise risk from manual task risk factors, for both the individual and the worker

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- principles of basic foot hygiene and infection control
- nature of common foot and nail complaints and ways to address them
- function of medicaments, including:
    - emollients
    - astringents
    - moisturisers
    - antiseptics
- personal care record-keeping requirements:
    - types of documentation
    - information required

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - medicaments
    - nail files
    - foot washing equipment
    - personal protective equipment
    - individualised plans
    - infection control procedures
    - cleaning, disposal and sterilisation facilities
- modelling of industry operating conditions and contingencies, including:
    - real people simulating minor foot problems for whom candidates can provide foot care
    - stringent infection control procedures

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCCS014 Provide brief interventions

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to assess intervention needs, and then to implement and monitor brief intervention strategies for people at various stages of the change process.

This unit applies to workers in a range of community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess the person's needs	1.1 Discuss and determine issues of concern and the person's stage in the decision to change

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	1.2 Identify resources required to support the brief intervention 1.3 Identify and plan appropriate brief intervention strategies to match the person's needs
2. Use brief intervention strategies	2.1 Raise awareness of the health issue with a person who is not contemplating change 2.2 Conduct brief motivational interview with a person who is contemplating change and match approach to stage of change 2.3 Support the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies 2.4 Take opportunities to support and encourage a person who has made a change 2.5 Identify current needs and sources of assistance, and give support as appropriate for a person who has lapsed or relapsed into prior behaviour
3. Monitor brief intervention activities	3.1 Keep notes in the person's file in accordance with organisation policies and procedures, recording the person's stage of decision-making on each occasion 3.2 Maintain confidentiality and security of information 3.3 Regularly review the person's progress or outcomes, adjust approaches or make referrals according to their needs 3.4 Discuss outcomes with the person in an appropriate manner

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS014 Provide brief interventions	CHCCS403C Provide brief intervention	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS014 Provide brief interventions

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- undertaken the brief intervention process for at least 2 people presenting with different issues at different stages of the change process
- used each of the following at least once to support the intervention process:
    - active listening
    - non-judgmental language
    - supportive approach
    - facilitation and negotiation that assists the person’s decision-making

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:

- brief intervention scope and process:
    - features of brief interventions:
        - one-to-one approach, private
        - takes short period of time
        - may be done by a health team member
        - client led process
        - opportunistic
    - role as public health strategy
    - reasons for using brief interventions:
        - to raise awareness
        - to share knowledge

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        - to help the person to think about making changes to improve health
    - step by step process
    - record-keeping requirements
- stages of behaviour change model:
    - elements of pre-contemplation
    - contemplation
    - action
    - maintenance
- options and approaches to support behaviour change:
    - raising awareness
    - sharing information and resources
    - exploring concerns and strategies
    - helping the person express their feelings, make decisions and set goals
    - highlighting benefits of change
    - giving positive feedback and encouragement
    - offering time and support
    - referring to other sources of assistance
- health and well-being considerations:
    - environmental health
    - nutrition
    - alcohol
    - other drugs
- broader contexts for the person's current behaviour:
    - cultural
    - family context
    - community context
- barriers and challenges for positive intervention outcomes and how to address these
- legal and ethical considerations for interventions, including:
    - privacy, confidentiality and disclosure
    - codes of practice

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:

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- use of suitable facilities, equipment and resources, including:
    - the person's information on which to design intervention
    - organisation policies and procedures for interventions
- modelling typical workplace conditions, including interactions with people with a range of needs

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS015 Provide individualised support

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS302B/HLTCSD304D. Significant change 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 organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Determine support needs	1.1 Interpret and clarify own role in implementing individualised plan and seek appropriate support for aspects outside scope of own knowledge, skills or job role 1.2 Confirm individualised plan details with the person and with family and carers when appropriate 1.3 Ensure the person is aware of their rights and complaints procedures 1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and rights to make informed decision-making 1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures
2. Provide support services	2.1 Conduct exchanges with the person in a manner that develops and maintains trust 2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures 2.3 Assemble equipment as and when required according to established procedures and the individualised plan 2.4 Respect and include the family and/or carer as part of the support team 2.5 Provide support according to duty of care and dignity of risk requirements 2.6 Provide assistance to maintain a safe and healthy environment 2.7 Provide assistance to maintain a clean and comfortable environment 2.8 Respect individual differences to ensure maximum dignity and privacy when providing support 2.9 Seek assistance when it is not possible to provide appropriate support

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3. Monitor support activities	3.1 Monitor own work to ensure the required standard of support is maintained 3.2 Involve the person in discussions about how support services are meeting their needs and any requirement for change 3.3 Identify aspects of the individualised plan that might need review and discuss with supervisor 3.4 Participate in discussion with the person and supervisor in a manner that supports the person's self determination
4. Complete reporting and documentation	4.1 Maintain confidentiality and privacy of the person in all dealings within organisation policy and protocols 4.2 Comply with the organisation's informal and formal reporting requirements, including reporting observations to supervisor 4.3 Identify and respond to situations of potential or actual risk within scope of own role and report to supervisor as required 4.4 Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements 4.5 Complete and maintain documentation according to organisation policy and protocols 4.6 Store information according to organisation policy and protocols

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS015 Provide	CHCICS302B Participate in the	This version was released in CHC Community Services	Not equivalent

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individualised support	implementation of individualised plans	Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS302B/HLTCSD304D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	
CHCCCS015 Provide individualised support	HLTCSD304D Support the care of clients	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS302B/HLTCSD304D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS015 Provide individualised support

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS302B/HLTCSD304D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- used individualised plans as the basis for the support of 3 individuals

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:

- rationale and processes underpinning individualised support planning and delivery:
  - basic principles of person-centred practice, strengths-based practice and active support
  - documentation and reporting requirements
- roles and responsibilities of different people and the communication between them:
  - carers and family
  - person being supported
  - health professionals
  - individual workers
  - supervisors
- service delivery models in the relevant sector

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- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
    - privacy, confidentiality and disclosure
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - work role boundaries – responsibilities and limitations
- factors that affect people requiring support
- practices that support skill maintenance and development
- indicators of unmet needs and ways of responding
- risk management considerations and ways to respond to identified risks

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:
    - individualised plans and equipment outlined in the plan
    - infection control policies and procedures
- modelling of standard industry operating conditions and contingencies, including involvement of real people when using relevant equipment

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS016 Respond to client needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to respond holistically to client needs. Clients may have a range of issues outside and in addition to the area of immediate focus or expertise of the worker and their organisation.

The unit applies to workers in a range of community services contexts who provide person-centred support to clients.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Establish an interpersonal	1.1 Define boundaries and use communication skills to establish trust and respect

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relationship with the client	1.2 Assist the client to identify areas of concern and to determine options for action 1.3 Share information with client about options and services available to enable them to make informed decisions
2. Identify the range of issues impacting on the client	2.1 Identify indicators of harm, neglect, abuse or risk of harm 2.2 Seek information from a range of appropriate sources to identify possible presenting issues 2.3 Apply organisation procedures for collecting and analysing client information
3. Analyse information to determine course of action	3.1 Identify and prioritise client's current needs and available sources of assistance 3.2 Identify organisation's capacity to meet range of client needs to be addressed 3.3 Follow relevant legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm 3.4 Recognise when client needs exceed limitations of service and/or role and respond and refer within organisation policies and procedures
4. Refer client to other services to provide additional support	4.1 Identify need for additional support 4.2 Work with client to motivate, support and encourage the client 4.3 Identify sources of assistance and refer as appropriate 4.4 Follow organisation policies and procedures for transitioning or exiting from service as per organisation and legislative requirements

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS016 Respond to client needs		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCCS016 Respond to client needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- responded holistically to the needs of at least 5 clients

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 for working with clients and how these are applied in an organisation and individual practice, including:
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety
- organisation policies and procedures for:
    - responding to indicators of actual or potential risk of abuse, neglect or harm
    - collecting and analysing client information
    - transitioning or exiting a client from the service
- identification of the impact of, and interrelationships between issues relating to:
    - physical health
    - mental health

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    - child protection
    - domestic violence
    - disability
    - homelessness
    - unemployment
    - financial
    - alcohol and other drugs (AOD)
    - trauma
    - culture and religion
- organisation requirements and referral options for working with people experiencing issues related to:
    - physical health
    - mental health
    - child protection
    - domestic violence
    - disability
    - homelessness
    - unemployment
    - AOD
    - trauma

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, the following conditions must be met for this unit:

- use of suitable facilities and resources including organisation policies and procedures
- modelling typical workplace conditions, including interactions with clients and co-workers from a range of diverse backgrounds

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS017 Provide loss and grief support

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to recognise and respond to the needs of people who are experiencing loss, grief and bereavement.

This unit applies to workers in a range of community services and health contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Recognise reactions to loss and grief	1.1 Recognise reactions to loss and grief 1.2 Take into account social, cultural, ethnic and spiritual differences

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	1.3 Identify situations where there may be risk to the health and/or safety of the person or other people and make appropriate referrals 1.4 Identify and assess an individual's suicide risk and where necessary refer to appropriate services
2. Engage empathically	2.1 Interact with individuals with empathy, sensitivity, professionalism and courtesy 2.2 Identify and respect social, cultural, ethnic and spiritual differences 2.3 Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs
3. Offer support and information	3.1 Identify individuals experiencing difficulty in coping with grief and trauma and link or refer them to options for further help as needed 3.2 Provide information about grief and bereavement support services and resources 3.3 Identify, suggest or use strategies for formal and informal grief and bereavement support 3.4 Obtain feedback from individual to confirm that options are clearly understood 3.5 Maintain confidentiality in line with organisation practices
4. Care for self	4.1 Monitor own stress level in relation to working in the area of grief and loss 4.2 Recognise and minimise risks to self associated with grief and bereavement support 4.3 Identify and respond to the need for supervision and debriefing
5. Review support provided	5.1 Reflect on outcomes during and after support is provided 5.2 Identify where further support is required 5.3 Review practices for continuous improvement

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS017 Provide loss and grief support	CHCCS426B Provide support and care relating to loss and grief	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS017 Provide loss and grief support

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- responded effectively to at least 3 diverse situations of loss, grief, bereavement or trauma
- engaged with people using effective communication skills at least once that included:
    - empathic listening skills
    - verbal and non-verbal techniques
    - providing information clearly and sensitively
    - obtaining feedback to confirm understanding

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:

- spectrum of loss situations, including:
    - primary loss
    - secondary loss
    - cumulative loss
    - integration of loss
- potential impacts at the individual, family and community level, of grief, bereavement and trauma
- features and expressions of grief and how these may vary, including:
    - complex grief
    - disenfranchised grief
- reactions that may indicate risk of suicide and required responses

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- how loss, grief and bereavement can impact on social and emotional health and well being
- social, cultural, ethnic and spiritual differences in responses to loss, grief and bereavement
- different contexts and circumstances that may be present prior to loss and their impact on grief and bereavement
- strategies and communication techniques for formal and informal grief and bereavement support
- grief and bereavement care services and information resources
- stress vulnerability model and its application to loss and grief support
- self care strategies and support services for workers
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
    - duty of care
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations

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 organisation policies, procedures and related documentation to assist in the provision of grief and loss support
- modelling typical workplace conditions and contingencies, including:
    - interactions with people from a diverse range of backgrounds
    - links to other services

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS018 Provide suicide bereavement support

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to provide support for individuals who are experiencing bereavement in relation to suicide.

This unit applies to workers in a range of community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 and respond to the needs of those bereaved by suicide	1.1 Identify essential immediate and ongoing resources and processes for support of persons bereaved by suicide

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	1.2 Take pro-active steps to facilitate early access to services 1.3 Identify and use intervention responses to address elevated suicide risk and increase safety 1.4 Develop and document plans that address the needs of the individual, family and community
2. Engage empathically	2.1 Interact with individuals with empathy, sensitivity, professionalism and courtesy 2.2 Identify and respect social, cultural, ethnic and spiritual differences 2.3 Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs
3. Care for self	3.1 Monitor own stress level in relation to working in the area of suicide bereavement 3.2 Recognise and minimise risks to self associated with grief and bereavement support 3.3 Identify and respond to the need for supervision and debriefing

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS018 Provide suicide bereavement support	CHCCS417B Provide support and care relating to suicide bereavement	This version was released in CHC Community Services Training Package	Not equivalent

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		release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCCS018 Provide suicide bereavement support

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- provided suicide bereavement support in response to at least 3 different suicide bereavement situations
- engaged with people using effective communication skills at least once:
    - empathic listening skills
    - verbal and non-verbal techniques
    - providing information clearly and sensitively
    - obtaining feedback to confirm understanding

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:

- features of all loss and bereavement
- specific aspects of suicide bereavement, including:
    - features of suicide loss and trauma
    - additional features of suicide bereavement after a mental illness
    - elevated risk of suicide and other harm behaviours that may be associated with suicide loss
    - increased risk of impacts of health and wellbeing
    - potential for suicidal ideation and other risk taking behaviours
- different approaches to suicide bereavement, their differences and boundaries:
    - education
    - support

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    - therapeutic approaches
- suicide prevention and post intervention strategies
- types of interventions and how they are used
- role of language and communication
- role and value of diverse mourning practices and rituals
- impacts of lifespan and developmental issues on suicide bereavement
- self care strategies and support services for workers
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
    - duty of care
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations

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 workplace policies, procedures and related documentation
- modelling typical workplace conditions and contingencies, including interactions with people from a range of diverse backgrounds

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.

This unit applies to any community services worker involved in crisis intervention. Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify imminent crisis situations	1.1 Recognise and respond to signs indicating that there may be safety issues for people 1.2 Consider indicators from direct and indirect communications that suggest the presence of safety issues 1.3 Ask directly about safety issues whenever there are grounds for concern, and take immediate action based on organisation's procedures
2. Address immediate safety concerns	2.1 Listen empathetically to details of current crisis situation 2.2 Affirm and strengthen links to safety and living 2.3 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours 2.4 Balance collaboration and direction according to the person's current capacity for decision-making and coping 2.5 Identify and agree actions to reduce immediate danger and risk to others, including mobilisation of emergency assistance as required 2.6 Confirm that actions are legal, ethical, consistent with organisation policy and meet duty of care requirements 2.7 Seek advice or assistance from supervisor as required
3. Provide referral for crisis intervention support	3.1 Empower person to make informed choices about further help 3.2 Explore possible barriers to seeking or accepting help and develop responses 3.3 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help 3.4 Refer to appropriate professionals as required 3.5 Complete and maintain accurate documentation
4. Care for self	4.1 Recognise and minimise risks to self associated with crisis support 4.2 Identify and respond to the need for supervision and debriefing

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS019 Recognise and respond to crisis situations	CHCCS514B Recognise and respond to individuals at risk	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- been involved in crisis intervention activities on at least 3 occasions

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 consideration relevant to recognising and responding to crisis situations including:
    - duty of care
    - privacy, confidentiality and disclosure
    - work role boundaries, responsibilities and limitations
    - mandatory reporting
    - codes of practice
- organisation policies and procedures for responding to crisis situations
- types of crisis situations, including:
    - potential suicide
    - threats to harm others
    - self harm
    - received threats
    - abuse, including child abuse
    - domestic and family violence
- common indicators or signs of crisis in other people

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- personal values, beliefs and attitudes that facilitate or impede crisis care:
    - assumptions about who may be at risk
    - common notions about crisis situations
- principles and practices of crisis intervention:
    - critical incident procedures
    - facilitating emergency interventions
    - addressing safety concerns
- referral options and procedures for accessing services
- principles and practices of self-care and supervision

Assessment Conditions

Skills must be demonstrated in a crisis support 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 organisation policies, procedures and resources
- modelling typical workplace conditions and contingencies, including:
    - interactions with people from a range of diverse backgrounds
    - links to other services
    - realistic, in-depth, validated industry scenarios and simulations of crisis situations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS020 Respond effectively to behaviours of concern

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to respond effectively to behaviours of concern of people. Skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties.

The unit applies to workers in any context exposed to difficult and challenging behaviour.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 behaviour and plan response	1.1 Identify behaviours of concern in line with work role and organisation policies and procedures

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	1.2 Identify appropriate response to potential instances of behaviours of concern 1.3 Ensure planned responses to behaviours of concern maximise the availability of other appropriate staff and resources 1.4 Give priority to safety of self and others in responding to behaviours of concern
2. Apply response	2.1 Ensure response to instances of behaviours of concern reflect organisation policies and procedures 2.2 Seek assistance as required 2.3 Deal with behaviours of concern promptly, firmly and diplomatically in accordance with organisation policy and procedure 2.4 Use communication effectively to achieve the desired outcomes in responding to behaviours of concern 2.5 Select appropriate strategies to suit particular instances of behaviours of concern
3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures 3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility 3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities 3.4 Seek advice and assistance from legitimate sources as and when appropriate

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS020 Respond effectively to behaviours of concern	HLTCSD306D Respond effectively to behaviours of concern	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS020 Respond effectively to behaviours of concern

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- effectively dealt with at least 5 different behaviours of concern

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:

- different behaviours of concern:
    - aggression
    - confusion or other cognitive impairment
    - intoxication
    - intrusive behaviour
    - manipulation
    - noisiness
    - self-destructive behaviour
    - verbal offensiveness
    - wandering
- strategies for dealing with behaviours of concern
- issues needing to be referred to an appropriate professional
- legal and ethical consideration relevant to recognising and responding to behaviours of concern, including:
    - duty of care
    - human rights
    - work health and safety

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- organisation reporting processes

Assessment Conditions

Skills must be 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 organisation policies and procedures in relation to reporting behaviours of concern
- modelling of industry operating conditions and contingencies, including scenarios that reflect different behaviours of concern

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS021 Respond to suspected abuse

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 signs of possible abuse, take appropriate action according to role and responsibilities and minimise the risk of abuse to a person.

This unit applies to workers in a range of community services contexts.

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 .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify suspected abuse	1.1 Identify signs of suspected abuse 1.2 Review all available relevant information 1.3 Record concerns and actions taken according to organisation requirements 1.4 Comply with legal and organisation reporting requirements
2. Support people experiencing suspected abuse	2.1 Assess the actual and potential effects of suspected abuse of the person 2.2 Explore the person's understanding and interpretation of the situation using awareness raising methods 2.3 Empower the person to seek clarification of relevant procedures, information and advice 2.4 Determine whether a course of action is required and if the person agrees to this 2.5 Obtain consent from the person or their legal representative, for any action to be taken on their behalf 2.6 Follow strategies, where appropriate, that have been developed to manage the perpetrator 2.7 Monitor and review action in accordance with organisation policy and procedures
3. Complete reporting requirements	3.1 Complete documentation according to legal requirements and organisation policy and procedures 3.2 Maintain and store documentation appropriately
4. Contribute to systems and procedures	4.1 Promote awareness of worker responsibilities to act on suspicion and disclosure of abuse 4.2 Monitor systems and procedures for their effectiveness in supporting vulnerable people 4.3 Identify and report problems with systems and procedures

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	4.4 Provide input to the process of improving systems and procedures

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS021 Respond to suspected abuse	CHCICS409A Recognise and respond to suspected abuse of vulnerable people	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS021 Respond to suspected abuse

Modification History

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

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:

- recognised and responded to 3 different types of suspected abuse in accordance with legal and organisation requirements

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 consideration relevant to recognising and responding to abuse and how these are applied in an organisation and individual practice, including:
    - duty of care
    - human rights:
        - rights to make own decisions
        - implications when people are unable to exercise their rights
        - tension between individual rights and organisation responsibility
    - informed consent
    - mandatory reporting
    - privacy, confidentiality and disclosure
- current issues and debates relating to abuse

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- types of abuse:
    - emotional/psychological
    - financial
    - physical
    - sexual
    - system
- abuse statistics and characteristics
- nature of people who may be more vulnerable to abuse
- different interpretations of abuse and the importance of recognising different value systems
- relationship between abuse and devaluation
- roles and responsibilities of different people in suspected abuse situations
- indicators and behaviours of people that might raise suspicion of possible abuse
- systems and procedures used to manage suspected abuse:
    - process for identifying abuse
    - actions to take if abuse is suspected
    - how to conduct an investigation into possible abuse
    - use of abuse safeguards
    - methods to raise awareness
    - reporting systems
- sources of authoritative information and guidance

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
    - organisation policies, protocols and procedures for responding to abuse
    - government policies and guidelines
- modelling of industry operating conditions, including:
    - people with whom the candidate can interact
    - suspected abuse scenarios
    - links with other services

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCCS022 Facilitate independent travel

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to prepare for, deliver and review travel training provided for individuals or groups who may require assistance to fully take advantage of public transport opportunities.

This unit applies across a range of community services and health contexts, wherever there are individuals who require information, skills and confidence building in order to use public transport for their day to day travel needs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Prepare to facilitate access to transport	1.1 Consult with client group/individuals to determine objectives in relation to improved access to transport 1.2 Determine any physical and psychological barriers to access to public transport options 1.3 Determine most appropriate modes of travel in consultation with client group/individuals and taking into account local arrangements 1.4 Consult and liaise with travel industry operators to confirm accuracy of information
2. Provide information sessions	2.1 Select learning methods most appropriate for client group/individual 2.2 Provide opportunities for participants to learn about regular and occasional travel options across various transport modes 2.3 Invite transport providers to participate as guest speakers or by providing other learning resources relevant to specified modes of travel 2.4 Demonstrate purpose and advantages of using technology for travel and managing personal safety 2.5 Work collaboratively with participants to navigate timetables and other information sources about available travel options 2.6 Provide information and advice about the use of applications and other search functions, building confidence in their use
3. Provide opportunities to practise travel	3.1 Work collaboratively with participants to determine any risks associated with travel 3.2 Assist participants to develop coping strategies to deal with unexpected events 3.3 Provide opportunities for participants to practise travel accompanied by the travel facilitator, a carer or confident traveller known to the participant 3.4 Work with participants to review their practise travel experiences and focus on building confidence

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS022 Facilitate independent travel		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCCS022 Facilitate independent travel

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

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:

- completed at least 3 effective sessions with people who require support to access public transport, documenting the outcomes of travel experiences

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:

- current practices, philosophies and theories, including:
    - the social model of health
    - the impact of social devaluation on an individual's quality of life
    - competency and image enhancement as a means of addressing devaluation
    - practices which focus on the individual person
    - strengths-based practice
    - active support
    - person-centred practice
- range of travel information available, including the use of applications, social media and other information technology (IT) sources
- local transport options and operations

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations has not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including access to printed timetables and travel information presented as applications, websites or in other digital formats

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCCS023 Support independence and wellbeing

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS303A and CHCICS406B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.

This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.

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 .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Recognise and support individual differences	1.1 Recognise and respect the person's social, cultural and spiritual differences 1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences 1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities 1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life 1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs
2. Promote independence	2.1 Support the person to identify and acknowledge their own strengths and self-care capacity 2.2 Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required 2.3 Provide information and assistance to the person in order to facilitate access to support services and resources when needed 2.4 Provide support that allows the person to self manage their own service delivery as appropriate 2.5 Encourage the person to build, strengthen and maintain independence
3. Support physical wellbeing	3.1 Promote and encourage daily living habits that contribute to healthy lifestyle

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	3.2 Support and assist the person to maintain a safe and healthy environment 3.3 Identify hazards and report according to organisation procedures 3.4 Identify variations in a person's physical condition and report according to organisation procedures 3.5 Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisation procedures 3.6 Identify physical health situations beyond scope of own role and report to relevant person
4. Support social, emotional and psychological wellbeing	4.1 Promote self-esteem and confidence through use of positive and supportive communication 4.2 Contribute to the person's sense of security through use of safe and predictable routines 4.3 Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences 4.4 Identify aspects of supporting a person's wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support 4.5 Identify variations to a person's wellbeing and report according to organisation procedures 4.6 Identify any cultural or financial issues impacting on the person's wellbeing 4.7 Identify the person's risk and protective factors in relation to mental health 4.8 Recognise and report possible indicators of abuse or neglect and report according to organisation procedures 4.9 Identify situations beyond scope of own role and report to relevant person

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS023 Support independence and wellbeing	CHCICS303A Support individual health and emotional well being	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS303A and CHCICS406B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.	Not equivalent
CHCCCS023 Support independence and wellbeing	CHCICS406B Support client self-management	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS303A and CHCICS406B. Significant change to the elements and performance criteria. New evidence requirements for assessment including	Not equivalent

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		volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCCS023 Support independence and wellbeing

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS303A and CHCICS406B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

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 demonstrated evidence that the candidate has:

- safely supported at least 3 people to enhance independence and wellbeing
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation

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:

- basic human needs:
    - physical
    - psychological
    - spiritual

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    - cultural
    - sexual
- concept of self-actualisation
- human development across the lifespan
- wellbeing, including:
    - physical
    - psychological
    - social
    - spiritual
    - cultural
    - financial
    - career/occupation
- individual differences, how these may be interrelated and impact on support provided
- basic requirements for good health for the person, including:
    - mental health
    - nutrition and hydration
    - exercise
    - hygiene
    - lifestyle
    - oral health
- mental health issues and risk and protective factors
- indications of neglect or abuse:
    - physical
    - sexual
    - psychological
    - financial
- reporting requirements for suspected abuse situations
- service delivery models and standards
- relevant funding models
- issues that impact health and well being
- impacts of community values and attitudes, including myths and stereotypes
- issues surrounding sexuality and sexual expression
- indicators of emotional concerns and issues

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- support strategies, resources and networks
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations

Assessment Conditions

Skills must have been demonstrated in a relevant workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used it must reflect real working conditions and contingencies by modeling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources, including:

- individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions including real interactions with the person and their carers

Overall, assessment must involve some real interactions with the person and their families/carers.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS024 Support individuals with autism spectrum disorder

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 work with individuals with autism spectrum disorder (ASD), with regard for their needs and within the context of support work.

This unit applies to workers in a range of community services contexts who are responsible for their own outputs and are required to use some discretion and judgement.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan intervention and support activities for individuals with autism spectrum disorder	1.1 Recognise the diagnostic process/es used in relation to the person, including assessment tools, diagnostic categories and core areas of functional impact 1.2 Identify key issues affecting individuals with autism spectrum disorder, their carers and families, including siblings 1.3 Identify personal values and attitudes to take into account when planning and implementing support activities 1.4 Identify opportunities for ongoing professional development to maintain service delivery outcomes
2. Respond effectively to the needs of individuals with autism spectrum disorder	2.1 Provide a range of interventions and supports that are effective for the specific needs of individuals 2.2 Implement interventions and support strategies in response to the diagnostic assessment and support varied learning styles 2.3 Implement interventions and support strategies that are measurable and evidence based 2.4 Conduct support activities in a manner that promotes and achieves person-centred outcomes
3. Operate within a legal and ethical framework and in accordance with the professional standards of the sector	3.1 Conduct support activities in the context of the underpinning values, philosophies and standards of the sector 3.2 Identify organisation policies relevant to job roles and responsibilities 3.3 Conduct work in a manner according to relevant statutory and legislative requirements 3.4 Conduct work in accordance with the professional standards of the sector 3.5 Undertake ongoing professional development and awareness of professional boundaries

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS024 Support individuals with autism spectrum disorder	CHCCS413B Support individuals with autism spectrum disorder	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS024 Support individuals with autism spectrum disorder

Modification History

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

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:

- provided a range of interventions and supports to meet the needs of at least 3 individuals with autism spectrum disorder

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 include knowledge of:

- historical context of autism spectrum disorder
- current data and facts on autism spectrum disorder, including:
    - causes
    - evidence based treatments, therapies and interventions
    - secondary diagnosis
    - prevalence, gender ratios and demographic data
- tools and their use, including:
    - *Diagnostic and statistical manual of mental disorders, fifth edition* (DSM-V)
    - *International statistical classification of diseases and related health problems 10* th *revision* (ICD-10)
    - *Childhoood autism rating scale* (CARS)

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    - Autism Diagnostic Observation Schedule (ADOS)
    - *Autism diagnostic interview – revised* (ADI-R)
- key issues associated with, and the impact of, autism spectrum disorder for the person (including functioning), carers, and families including siblings
- facts and myths associated with autism spectrum disorder
- misconceptions and generalisations about autism spectrum disorder in the community
- legal and ethical requirements for working with individuals with autism disorder and how these are applied in an organisation and individual practice, including:
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
- prompting, principles of prompting and fading prompting
- strategies to create independence
- motivators to learning, de-motivators and blocks
- maintenance techniques and generalisation

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 individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including scenarios that reflect a range of interventions and supports

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCCS025 Support relationships with carers and families

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS410A/CHCICS304B. Significant change 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 work positively with the carers and families of people using the service based on an understanding of their support needs.

This unit applies to workers across a range of community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Include carers and family members as part of the support team	1.1 Assess and acknowledge the role and importance of carers and family members for the person 1.2 Work in a manner that recognises and supports carer's relationship with, and knowledge about, the person with support needs 1.3 Identify the knowledge and skills of the carer that complement the role of the worker 1.4 Involve carers and families in the design and delivery of the person's support services
2. Assess and respond to changes in the care relationship	2.1 Assess potential risks of change to the care relationship including any potential physical and psychological harm to carers and the person 2.2 Support the person, carer and family to identify and use strategies that maximise positive aspects of change and transition 2.3 Support carers, families and friends to maximise ongoing support and involvement in the life of the person
3. Monitor and promote carer rights, health and well being	3.1 Respect the confidentiality and privacy of the carer, as well as the person with support needs 3.2 Identify and respond to the need for services required by the carer to support the care relationship with the person 3.3 Identify and respond to issues that may impact on the physical and emotional health and well being of the carer 3.4 Provide carers and families with information about carer support services

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS025 Support relationships with carers and families	CHCICS304B Work effectively with carers	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS410A/CHCICS304B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCCCS025 Support relationships with carers and families	CHCICS410A Support relationships with carers and families	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS410A/CHCICS304B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS025 Support relationships with carers and families

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCICS410A/CHCICS304B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- assessed and responded to the needs of at least 3 different people and their carers or family members
- used strengths-based solutions to respond to both routine and unpredictable problems related to care relationships

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:

- context for caring in Australia:
    - carer demographics
    - carer support organisations and resources
    - attitudes, stereotypes, false beliefs and myths associated with caring
    - different pathways into service settings for the person and the implications for carers, families and friends
- rights, roles and responsibilities of different people in the care relationship
    - the person
    - family members

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    - friends
    - support worker
- impact of the caring role on family, carers and friends
- different family patterns and structures and their impact on the person
- life cycle transitions:
    - types of transitions
    - positive and negative impacts
- current service delivery philosophy and models:
    - basic principles of person-centred practice, strengths-based practice and active support
    - strategies to work positively with families, carers and friends
- organisation policies and procedures in relation to carers and families
- legal and ethical requirements for working with carers and families and how these are applied in an organisation and individual practice, including:
    - discrimination
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including organisation policy, protocols and procedures relevant to carers and families
- modelling of industry operating conditions and contingencies, including people, carers or family members with whom the candidate can interact

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS026 Transport individuals

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to provide safe, timely and efficient transportation of people from one location to another at a particular site, or to other sites.

This unit applies to workers in a range of settings where transporting people is a requirement of the work.

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 .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Prepare for transport	1.1 Confirm transport with relevant personnel

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	1.2 Check with the person to be transported, the level of support required 1.3 Explain procedure to the person or relevant personnel and answer any questions 1.4 Prepare for the safe and timely transportation of the person 1.5 Select transportation equipment and check to ensure that it is clean, complete and correctly functioning for transportation according to transportation requirements 1.6 Check any other equipment to ensure that it is attached correctly and safely to transportation equipment
2. Transport the person and equipment	2.1 Transport the person to designated location in accordance with transportation requirements and organisation policy 2.2 Manoeuvre and transport equipment to ensure the person's comfort and safety and minimise risk to self
3. Deliver the person	3.1 Deliver the person to designated location and inform relevant personnel of the person's arrival 3.2 Inform relevant personnel of the person's needs 3.3 Return equipment used to deliver the person 3.4 Accurately complete reporting requirements

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCCCS026 Transport individuals	HLTCSD208D Transport clients	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS026 Transport individuals

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- transported 3 people with different transportation requirements to correct destination according to safe working practices

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:

- organisation policies and procedures, including:
    - infection control
    - for securing a person, including a wheelchair
- legal and ethical considerations for transporting individuals and how these are applied in an organisation and individual practice, including:
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety, including manual handling
- issues that need to be referred to an appropriate health professional
- correct transportation of equipment, including:
    - wheelchair
    - stretcher
    - trolley
    - bed
    - intra-venous (IV) stands

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- oxygen

Assessment Conditions

Skills must be 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 vehicle or equipment used for transporting people
- equipment to be transferred with the person modelling typical workplace conditions and contingencies, including:
  - physical and/or behavioural contingency scenarios involving duty of care
  - personal belongings of person being transported
  - involvement of real people and equipment when transporting

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS027 Visit client residence

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTRAH302C/CHCCH522B. Minimal change 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 make visits to clients to assess needs and/or deliver services in their place of residence.

This unit applies to workers who are required to deliver services to people in their home or in any temporary or permanent community residence. Work may be directed under regular (direct, indirect or remote) supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Prepare for visit	1.1 Check that the person is expecting and prepared for a visit at the agreed time 1.2 Clarify purpose of visit and history of the person in relation to unexpected issues and needs 1.3 Prepare equipment, resources and/or documents required for the purpose of the visit and contingencies 1.4 Allow time in schedule for contingencies 1.5 Assess factors related to security of the place of residence and check that entry to the place is ensured 1.6 Ensure co-worker(s) are aware of intended time and place of visit and mobile contact details
2. Undertake visit	2.1 Obtain entry to the place of residence, check for hazards to own and others' health and safety and implement controls to manage risk 2.2 Take standard precautions to control infection and, where required, take additional precautions 2.3 Demonstrate respect and sensitivity toward the person and the place of residence 2.4 Follow appropriate risk management practices when delivering services in an unfamiliar and potentially unsafe environment
3. Establish relationship in the place of residence	3.1 Communicate with the person to provide information, clarify purpose of visit and confirm the person's consent 3.2 Provide opportunity for the person to identify and express any issues or concerns in relation to the visit and/or associated matters 3.3 Engage appropriately with others in the place of residence in accordance with organisation policies 3.4 Deal with ethical dilemmas and behaviours of concerns in accordance with relevant policies and procedures

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	3.5 Deal with difficult or challenging situations appropriately and in accordance with relevant policies and procedures 3.6 Identify any health issues or areas of concern that might place the person or others at risk
4. Follow up visit	4.1 Document all aspects of the visit in line with organisation policies and procedures 4.2 Refer any health issues and areas of concern promptly to a supervisor 4.3 Comply with statutory and organisation reporting requirements 4.4 Ensure any arrangements for follow up visits are recorded and implemented

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS027 Visit client residence	CHCCH522B Undertake outreach work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTRAH302C/CHCCH522B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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		Significant changes to knowledge evidence.	
CHCCCS027 Visit client residence	HLTRAH302C Undertake home visits	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTRAH302C/CHCCH522B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS027 Visit client residence

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTRAH302C/CHCCH522B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 and undertaken visits to 5 different people in their place of residence
- accurately documented all aspects of the visit and referred appropriately

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:

- issues relevant to visiting a client residence
- different types of residence
- organisation policies and procedures relating to:
    - infection control
    - reporting issues observed during visits
    - working in unfamiliar and unpredictable environments
    - working alone
    - working in home environments
    - duress
- basic home fire safety and applicable state and/or territory smoke alarm legislation

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- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety (WHS)
- work as part of a multi-disciplinary team

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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS028 Provide client-centred support to people in crisis

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to build relationships with help-seekers, use crisis support micro skills and address the personal issues that affect working with people in crisis. The support is immediate and short term, and not ongoing.

This unit applies to individuals in crisis support roles who work according to established procedures and models. They work under supervision.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Apply the organisation's crisis support model and procedures	1.1 Identify and use each stage of the crisis support model during client interactions 1.2 Implement organisation measures for worker care and supervision 1.3 Document information according to organisation procedures
2. Facilitate relationship building with the help-seeker	2.1 Display a client-centred approach to crisis support 2.2 Show empathy to build a strong connection with the help-seeker and create an environment within which the help-seeker feels able to discuss their concerns and pain 2.3 Display unconditional positive regard to enable the help-seeker to communicate freely without fear of judgement
3. Apply skills which assist the crisis support process	3.1 Consistently use active listening skills and brief encouragers to establish rapport with help-seekers, and identify their issues 3.2 Show respectful, empathic understanding to clarify the nature and depth of help-seeker feelings 3.3 Develop an empowering crisis support relationship that assists help-seekers clarify options, seek support and decide on next steps to address problems and/or meet current needs 3.4 Explore and offer options for further help and support 3.5 Sensitively manage a timely end to the communication, facilitating transitions to ongoing self care and support or referrals
4. Address personal factors in the crisis support process	4.1 Identify, affirm and strengthen personal attributes and attitudes likely to facilitate the crisis support process 4.2 Identify and contain personal issues or attitudes likely to impact negatively on the contact 4.3 Identify and discuss personal reactions to strong help-seeker emotions or impactful stories 4.4 Identify and implement constructive strategies for dealing with strong emotions and impactful stories 4.5 Develop a range of self care strategies for responding to impactful presentations or stories

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS028 Provide client-centred support to people in crisis	CHCTC302B Provide client-centred telephone counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCCCS028 Provide client-centred support to people in crisis

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit during a period of 50 hours of work in a service providing support to people in crisis
- managed contacts from at least 50 help-seekers with varied presenting issues, using
    - the structure of the organisation's crisis support model
    - crisis support micro skills
- managed the personal factors that affect working with people in crisis.

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, state/territory) for short term crisis support work, and how these are applied in organisations:
    - codes of conduct:
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
    - work health and safety, including management of own reactions and stress
- vision, policies and procedures of the organisation
- crisis and crisis theory in the context of the individual job role
- scope of the crisis support role in different organisations

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- self-care strategies, including debriefing and their importance
- stages of a crisis support model
- principle of unconditional positive regard and being non-judgemental
- how values, attitudes and beliefs impact on crisis support processes
- crisis support micro-skills, and how they are used, including:
    - brief encouragers which assist the help-seeker relate their story and concerns
    - reflection of feelings and meaning
    - hearing the help-seeker's concerns
    - paraphrasing (reflection of content)
    - using open and closed questions to expand or clarify understanding
    - understanding the help-seeker's context
    - recognising when higher levels of care may be required
    - use of silence
    - balancing the frequency of questions
    - summarising and closure
- indicators of strong emotions and how to respond, including:
    - grief
    - anger
    - confusion
    - sadness
    - frustration
    - suicidal despair
- empowering processes and how they are used in crisis support including:
    - active listening
    - identifying and affirming help-seeker strengths and opportunities
    - reframing, summary and closure
    - helping contain overwhelming feelings to facilitate coping
    - using questions and concreteness to focus the help-seeker on identifying immediate needs and concerns
    - setting realistic achievable goals for the contact
    - brainstorming consequences
    - exploring options
    - facilitating informed help-seeker choices
    - identify achievable tasks to be addressed after the contact

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    - constructive feedback about crisis support practice
- strategies to deal with help-seeker issues and emotions
    - managing tone, pitch and pace of voice
    - setting boundaries between crisis supporter and help-seeker
    - awareness of personal vulnerabilities which may be triggered during a contact
    - containment skills
    - supervision
    - debriefing.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS029 Work with involuntary and mandated clients

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to confirm mandated requirements and work with the client in complex situations to support and monitor compliance, including the management of unacceptable behaviour.

This unit applies to individuals in many community services contexts who work with clients who have been directed to participate or seek interventions because of legislation or as an outcome of a court order or other mandated process.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Confirm scope of work	1.1 Review information to confirm service and individual worker expectations and responsibilities in relation to mandated requirements 1.2 Clarify information for the client about the required compliance in service interventions and supports 1.3 Obtain feedback on the client's level of understanding of mandated requirements 1.4 Advise clients of processes and timelines when interpretation and advice may be required from others in complex matters 1.5 Identify and respond to complexities that inhibit the client's ability to comply with mandated requirements 1.6 Clearly explain organisation policies, procedures and any limitations to the client
2. Implement strategies to assist the client with compliance	2.1 Tailor communication strategies to meet the client's needs and context 2.2 Consult with the client regularly to ensure that interactions and plans support and maximise opportunities for compliance 2.3 Identify and organise assistance required from other supports or services
3. Monitor compliance with legislative requirements and/or court orders	3.1 Monitor client compliance according to organisation policy and procedures 3.2 Examine cause and effect, and use negotiation strategies to encourage appropriate responsibility and accountability for non-compliant behaviour 3.3 Document and manage non-compliance issues and any related incidents according to organisation requirements 3.4 Discuss with supervisors concerns or repeat issues of client non-compliance according to organisation procedures
4. Manage unacceptable behaviour related to mandated compliance	4.1 Challenge unacceptable behaviour and clearly outline options and opportunities for change using positive encouragement 4.2 Confirm clearly, calmly and objectively with the client the implications of continuing unacceptable behaviour

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	4.3 Take actions that support the safety of all parties according to organisation procedures 4.4 Use intervention strategies according to an analysis of the situation and organisation policies and procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS029 Work with involuntary and mandated clients	CHCFAM518B Work with involuntary and mandated clients	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCCS029 Work with involuntary and mandated clients

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- confirmed, implemented and monitored compliance requirements for at least 3 different involuntary and mandated clients
- used the following strategies for problem solving issues of non-compliance:
    - active listening
    - clear and direct verbal communication
    - persuading effectively
    - empathising
    - being appropriately assertive
    - negotiating responsively.

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 for working with involuntary and mandated clients, how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management, internal and external, including legal agencies

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    - rights and responsibilities of workers, employers clients and other agencies
    - specific legislation that may result in court orders for clients to receive services and consequences on non-compliance for client, worker and agency
    - work role boundaries – responsibilities and limitations, and when to refer
    - work health and safety, including safety management and planning strategies for management of aggressive resistant behaviour
- strategies for engaging involuntary and mandated clients that support compliant behaviour
- processes for the management of non-compliance
- types of issues that may arise when working with mandated and involuntary clients and how to respond
- types of issues and complexities that impact client ability to comply, and how to respond, including:
    - alcohol and other drugs issues
    - child care problems
    - communication issues
    - conflicting orders
    - disability
    - financial problems
    - language or other cultural factors
    - mental health issues
    - transportation issues
    - violence and/or abusive behaviour
- impact of cultural factors on behaviour in a mandated participation context
- indicators of potential conflict and crisis situations and how to de-escalate these situations
- interpersonal techniques and principles for safely and constructively challenging client non-compliance, including:
    - effective communication techniques
    - negotiation
    - conflict resolution
- reporting procedures and practices, internal and external, for working with involuntary and mandated clients
- support and referral services and specialist as well as relevant legal entities.

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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 information about client mandated requirements
- modelling of industry operating conditions, including:
    - scenarios that that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCCS030 Determine and respond to carer needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish the needs of carers and work collaboratively with them to develop and monitor carer support plans using a strengths-based, person-centred approach.

This unit applies to individuals working in carer support roles according to established organisation procedures. They may or may not be working with the care recipient.

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 .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Work with the carer to establish their needs	1.1 Establish a rapport with the carer through an open, empathic and confident manner

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	1.2 Outline the assessment process and explain how information will be used 1.3 Use active listening to gather information that enables assessment of needs and allocation of priorities 1.4 Use communication that shows understanding and respect for individual differences and needs and right to self-determination 1.5 Focus discussion on the care relationship rather than the individual 1.6 Complete the assessment process according to organisation procedures and tools 1.7 Recognise and respond to situations of risk and complexity according to organisation guidelines 1.8 Document information within identified timeframe according to organisation guidelines
2. Work with the carer to develop a support plan	2.1 Determine the carer's eligibility to access available services 2.2 Identify barriers to the provision of services 2.3 Assist the carer to identify possible services and supports to address identified needs 2.4 Support the carer's strengths and abilities as well as address their needs in the planning process 2.5 Recognise and respond to carers who are reluctant to access respite or other support services 2.6 Support the carer to make informed decisions to prioritise their identified needs and select services from a range of available options 2.7 Seek advice from supervisor, as required, to determine service issues associated with assessment information 2.8 Document agreed support plan according to organisation guidelines
3. Work with the carer to implement the support plan	3.1 Address need for support and services in order of priority 3.2 Identify and collaborate with other professionals and organisations to implement support plan 3.3 Make referrals to other service providers, according to organisation and funding guidelines 3.4 Identify and use self-care strategies for responding to impactful situations

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4. Review the effectiveness of the support plan	4.1 Make a reassessment of the carer's needs in response to changes in the carer or care recipient's situation 4.2 Working with the carer, re-prioritise the carer's needs based on the reassessment 4.3 Review the carer support plan and document changes according to organisation procedures 4.4 Reflect on learning from individual situations and use to inform future practice

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS030 Determine and respond to carer needs	CHCRCP402A Conduct assessment of carer's needs	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRCP402A/CHCRCP403A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCCCS030 Determine and	CHCRCP403A Support carers to	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of	Not equivalent

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respond to carer needs	access information and services	the 2012 Standards for Training Packages. Merged CHCRCP402A/CHCRCP403A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for CHCCCS030 Determine and respond to carer needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- assessed and responded to the needs of at least 3 different carers using a collaborative person-centred and strengths-based approach to:
    - assess carer needs
    - develop support plans
    - implement support plans
    - monitor and review support plans
- used the following communication skills when working with carers:
    - active listening
    - paraphrasing
    - questioning – use of brief encouragers, balancing frequency of questions
    - reflection
    - summarising and closure.

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 working with carers, and how these are applied in organisations and individual practice:
    - duty of care
    - human rights
    - mandatory reporting
    - policy frameworks affecting carers

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    - privacy, confidentiality and disclosure
    - records management and reporting
    - work role boundaries – responsibilities and limitations of self and others
    - work health and safety, including issues associated with provision of respite care
- principles and practices of current service delivery philosophy and models:
    - person-centred practice
    - strengths-based practice and active support
- types of challenges and issues faced by carers of people with different needs, including carers of:
    - people with mental illness
    - people with disability
    - older people, including those with dementia and associated challenging behaviours
    - people with chronic health conditions
- factors that contribute to risk:
    - conflict in relationships with family or service providers
    - high intensity care
    - high levels of carer stress
    - loss of formal or informal supports
    - multiple competing role demands
    - worsening health or behaviour of the care recipient
    - worsening physical or mental health of the carer
- specific issues for carers with special needs including those from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds
- types of assessment tools and processes used in working with carers and their features
- factors that affect the prioritisation of services and supports, including:
    - adequacy of available respite to the carer
    - how much time the carer needs to spend caring
    - increasing needs of the care recipient
    - level of the carer emotional stress or strain
    - number of care recipients being cared for
    - informal and formal support available or currently provided
    - other events affecting the carer's capacity to care
    - reason the carer has made contact

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    - special difficulties, including behaviours of concern
    - whether early intervention or education and training may significantly reduce the risk of serious deterioration or future crisis
    - whether the carer has physical or mental exhaustion or illness
    - whether the carer's health is deteriorating
- cognitive or emotional barriers and dynamics in seeking help as a carer
- typical barriers to provision of services, including:
    - cultural and linguistic diversity (CALD) issues
    - environmental factors
    - functional limitations
    - personal barriers
    - geographical situations
    - systemic factors
- difference between service-directed care and person-centred or self-managed care
- availability and eligibility requirements forcurrent government funded programs
- support services/networks available to carers and care recipients, including:
    - advocacy
    - case management
    - counselling
    - guided referral for other service
    - information on available services
    - respite services (direct and indirect)
- procedures for facilitating referrals and emergency interventions
- procedures for, and limitations to, negotiating services from other service providers for carers
- factors that impact on the caring role and how they may contribute to reluctant behaviours, including:
    - background and setting of the care giving
    - family dynamics
    - personality traits
    - stressors on the care relationship, including:
        - carer and care recipient behaviour
        - health status
        - functional status

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        - amount of care provided,
        - availability of services
        - financial status
        - social isolation
        - multiple roles with competing priorities
        - emotional impact of caring – loss, grief and guilt
- communication techniques, including:
    - active listening
    - paraphrasing
    - questioning – use of brief encouragers, balancing frequency of questions
    - reflection
    - summarising and closure
- self-care strategies, including:
    - reflection
    - supervision
    - using back-up or support.

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 organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE001 Support participative planning processes

Modification History

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

Application

This unit describes the skills and knowledge required to provide opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

This unit applies to workers in both health and community sectors and/or a community development work context. 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Contribute to planning processes	1.1 Identify key community stakeholders 1.2 Identify and document community strengths and key priorities to be addressed 1.3 Participate in planning to ensure key priorities are addressed 1.4 Participate in evaluating processes to ensure they are forward looking and proactive
2. Promote and engage community participation in planning	2.1 Use appropriate interpersonal and networking skills to enlist support from key people and groups within the community 2.2 Proactively develop and provide opportunities for community input to planning provision of services
3. Support existing community activities	3.1 Review existing community activities and resources, based on changing community priorities 3.2 Provide support and assistance to existing community activities to obtain additional resources required for effective operation 3.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities 3.4 Provide appropriate support to community groups to become self managing in the implementation of plans

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE001 Support participative planning processes	CHCCD401E Support community participation	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCCDE001 Support participative planning processes

Modification History

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

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 demonstrated evidence that the candidate has:

- contributed to the development of at least 1 community activity plan in collaboration with key people and groups, including supported participation of key stakeholders in planning activities on at least 3 occasions

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- community development as a social change strategy, including:
    - traditional community development approaches:
        - needs-based
        - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
    - asset-based (ABCD)

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    - rights-based
- funding sources and their policies and strategies for encouraging community input and participation

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE002 Develop and implement community programs

Modification History

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

Application

This unit describes the skills and knowledge required to develop community programs to ensure maximum participation.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop program parameters	1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the priority for new program 1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services 1.3 Undertake research to identify key people, priorities to be addressed, possible strategies and options for action 1.4 Identify measures and evidence of program plan success and possible risks 1.5 Develop appropriate plans via participation of relevant communities and stakeholders
2. Design programs with the community	2.1 Develop a program plan which reflects identified parameters and incorporates an evaluation of a range of program options within organisation policy 2.2 Engage stakeholder participation to determine preferred program options particularly in areas of high priority or with targeted communities 2.3 Seek help from participating agencies for implementation arrangements 2.4 Develop and implement promotion and marketing strategies 2.5 Develop and maintain systems and resources for administrative support of community programs 2.6 Identify and seek resources
3. Implement programs	3.1 Conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives 3.2 Implement and monitor in accordance to the plan
4. Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan 4.2 Use results of evaluation for revision and ongoing development 4.3 Involve interested and/or relevant people in program evaluation

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE002 Develop and implement community programs	CHCCD404E Develop and implement community programs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria . New evidence requirements for assessment including volume and frequency requirements	Not equivalent

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Assessment Requirements for CHCCDE002 Develop and implement community programs

Modification History

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

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 demonstrated evidence that the candidate has:

- developed, implemented and evaluated at least 1 community program

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- traditional community development approaches:
    - needs-based
    - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
    - asset-based (ABCD)
    - rights-based
- social movements

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- sociology fundamentals, including:
    - commonly accepted social theories
    - social inequality
    - sociology of class
    - sociology of gender, including impacts of culture on gender dynamics

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE003 Work within a community development framework

Modification History

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

Application

This unit describes the skills and knowledge required to work within a community development framework.

A community development framework, may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues.

This unit applies to workers in both health and community sectors and/or a community development work context. 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Operate within a community development framework	1.1 Work towards the vision and mission of the community development work plan 1.2 Work with communities to achieve their priorities through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues 1.3 Identify and document the interrelationships between the priorities and rights of the individual, the family, the community and society
2. Distinguish between private and public issues arising in community development work	2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues 2.2 Identify the individual's willingness to engage in a public process to bring about change and facilitate the move from private concern to public action 2.3 Provide appropriate referrals to support people to deal with personal issues 2.4 Ensure all work reflects and meets duty of care responsibilities
3. Work with groups to achieve community development outcomes	3.1 Research and analyse community priorities 3.2 Identify and document shared community priorities within the public group processes 3.3 Plan appropriate strategies in collaboration with the group to ensure community priorities are addressed 3.4 Document community structures and resources available to groups to maximise outcomes for groups 3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities 3.6 Advocate and lobby for community based outcomes 3.7 Manage group dynamics, facilitate discussions and engagements processes 3.8 Review and modify own work practice within a community development framework

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE003 Work within a community development framework	CHCCD412B Work within a community development framework	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements	Not equivalent

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Assessment Requirements for CHCCDE003 Work within a community development framework

Modification History

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

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 demonstrated evidence that the candidate has:

- engaged with at least 1 community group in order to develop 1 action plan relevant to community priorities

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevance of the community development work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- traditional community development approaches:
    - needs-based
    - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
    - asset-based (ABCD)
    - rights-based
- impact of current and changing social, political and economic contexts

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- strategies for addressing individual differences
- principles and practices of community development work, including:
    - structural disadvantage and inequality
    - social justice and human rights
    - empowerment
    - recognition of personal and public political process
    - commitment to peoples' participation
    - sustainability

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE004 Implement participation and engagement strategies

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with individuals or groups in specific communities and support their engagement in making decisions that affects their lives.

This unit applies to workers in both health and community sectors and/or a community development work context. 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Define the priorities of specific communities or groups	1.1 Identify and document the details of individual and group priorities of the specific community through appropriate research and stakeholder participation 1.2 Identify, by appropriate research and stakeholder participation, preferred means of communicating with individuals and groups from specific communities
2. Undertake relevant work in the context of specific communities or groups	2.1 Use the values, priorities and structures within specific communities to define the ways of working 2.2 Evaluate relevant community structures and utilise to maximise outcomes for individuals and groups 2.3 Ensure work within communities is consistent with defined job role and agreed protocols 2.4 Utilise interpersonal skills which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work through participation of relevant community stakeholders 3.2 Monitor work within communities to ensure reflection of relevant values and structures 3.3 Undertake evaluation in a manner that ensures responsiveness to community prioritises

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE004 Implement participation and engagement strategies	CHCCD413E Work within specific communities	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCDE004 Implement participation and engagement strategies

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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 demonstrated evidence that the candidate has:

- researched individual and group issues of at least 1 specific community
- engaged effectively with a range of individuals from at least 1 specific community group, validated by community acceptance over at least 3 different occasions

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- social, political, cultural and historical issues that affect or are relevant to specific communities and groups
- models of society
- critique of socialisation theory
- specific information relating to client community group, including:
    - group composition

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    - specific community and group structures
    - practices and values
    - cultural preferences
    - social issues relevant to the specific group
    - health issues relevant to the specific group
    - relevant networks, people and stakeholders
    - specific communication protocols and practices
    - strength, talents and abilities of the community
    - impact of community values and structures on individuals
- culture and diversity
- family and power
- deviance
- identity theories

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE005 Develop and support relevant community resources

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

This unit applies to workers in both health and community sectors and/or a community development work context. 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess community resource requirements	1.1 Document resource requirements through participation of networks and stakeholder needs 1.2 Research existing available community resources and assess their capacity to meet priorities of the group 1.3 Develop strategies to address gaps in available resources 1.4 Develop strategies for the provision of resources to assist in meeting organisation objectives within funding considerations
2. Develop an information base	2.1 Establish and maintain professional networks with key people and organisations 2.2 Create opportunities to develop supportive connections between key people, including arranging and conducting meetings 2.3 Identify and plan for obstacles to effective contact between people and develop appropriate strategies to overcome these 2.4 Maintain records and make available as required to facilitate community interaction
3. Develop community resources	3.1 Develop resources with participation of key people 3.2 Follow processes and procedures to facilitate endorsement and implementation 3.3 Undertake appropriate work to ensure that maintenance of community resources is carried out according to agreed procedures and budget allocations
4. Facilitate community access to resources	4.1 Publicise availability of resources to target group, key people and organisations to encourage participation in activities 4.2 Make resources available to all users as required in accordance with organisation procedures 4.3 Review resources regularly to ensure usefulness and currency

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE005 Develop and support relevant community resources	CHCCD505E Develop community resources	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCDE005 Develop and support relevant community resources

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- identified resource priorities for at least 1 specific community group and matched a range of appropriate resources to meet those priorities
- used appropriate technology to design and develop resources for at least 1 specific community group
- established networks of key people and organisations and participated in at least 1 meeting
- documented and stored information in line with organisation policies and procedures

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- social, political, cultural and historical issues that affect or are relevant to specific communities and groups
- relevant legal and organisation policies and procedures regarding resources, including copyright and confidentiality
- a range of media, resources and techniques used to develop community resources

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- specific client community groups, including:
    - group composition
    - specific community and group structures
    - practices and values
    - cultural preferences
    - social issues relevant to the specific group
    - health issues relevant to the specific group
    - relevant networks, people and stakeholders
    - specific communication protocols and practice

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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with Aboriginal and/or Torres Strait Islander community clinics or in mainstream services that will empower that community.

This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and/or Torres Strait Islander peoples.

It recognises that the improvement of the health and well-being status of Aboriginal and/or Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity, self-determination and governance.

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply community development frameworks and models to Aboriginal and/or Torres Strait Islander context	1.1 Identify the role of relevant Aboriginal and/or Torres Strait Islander services and organisations 1.2 Engage Aboriginal and/or Torres Strait Islander people and communities in decision making that relates to the delivery of services that they have determined a priority 1.3 Support Aboriginal and/or Torres Strait Islander people in achieving access and equity to services 1.4 Establish and maintain networks with relevant agencies and associated community services to support and empower Aboriginal and/or Torres Strait Islander individuals and communities
2. Work in a culturally safe manner	2.1 Consider and respect local community values, cultural beliefs and gender roles when working with Aboriginal and/or Torres Strait Islander people 2.2 Apply cultural safety protocols in implementing government policies, undertaking research and data collection and working with Aboriginal and/or Torres Strait Islander people 2.3 Identify cultural factors that may produce stress and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being 2.4 Work safely within own responsibility and competence and in line with community protocols, organisation policies and regulatory requirements 2.5 Identify the strengths that exist within the Aboriginal and/or Torres Strait Islander people and communities and work to build on these

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3. Work with Aboriginal and/or Torres Strait Islander people to apply strategies and policies which deal with identified issues and prioritises	3.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in Aboriginal and/or Torres Strait Islander communities 3.2 Apply strategies and policies to address identified priorities of Aboriginal and/or Torres Strait Islander people and communities 3.3 Document barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander and mainstream services 3.4 Take available opportunities to advocate on behalf of Aboriginal and/or Torres Strait Islander people and/or communities 3.5 Maintain confidentiality of client information 3.6 Support Aboriginal and/or Torres Strait Islander People and/or communities to advocate and lobby on issues of importance to them
4. Evaluate own culturally safe work practises	4.1 Involve Aboriginal and/or Torres Strait Islander people in the evaluation 4.2 Evaluate service delivery against desired outcome 4.3 Revise Strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people.

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities	CHCCD420B Work to empower Aboriginal and-or Torres Strait Islander communities	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has at least once:

- worked collaboratively with a range of Aboriginal and/or Torres Strait Islander individuals, families and communities to support and empower the community to identify their own priorities and developed strategies to address them
- reviewed own work practices to ensure current strategies, programs and models build on strengths to address Aboriginal and/or Torres Strait Islander priorities and support community participation and control in a culturally safe manner

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- Aboriginal and/or Torres Strait Islander programs and services, including:
    - national, state/territory and regional Aboriginal and/or Torres Strait Islander strategies, policies, joint planning bodies relevant to a range of community services
    - national Aboriginal and/or Torres Strait Islander peak organisation and their state/territory affiliates
    - resources available nationally, locally and at the state/territory level

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- work practice, current strategies, programs and models that address Aboriginal and/or Torres Strait Islander issues and support community control
- Aboriginal and/or Torres Strait Islander community perceptions of major issues affecting them and underlying causes, including perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander issues and underlying causes
- key health and social statistics (national, state/territory and/or regional) for Aboriginal and/or Torres Strait Islander people compared to those of non-Aboriginal and/or Torres Strait Islander population, including:
    - life expectancy
    - infant mortality rates
    - alcohol and other drug (AOD) statistics
    - housing ratio rates
    - rate and severity of unintentional injuries
- national and local Aboriginal and/or Torres Strait Islander history
- social, cultural, political and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander health status
- barriers to improving well-being and health status
- lifestyle and behavioural determinants of Aboriginal and/or Torres Strait Islander welfare and strategies to address them
- relevant aspects of the community services and health care system, including access to benefits
- community development as a social change strategy, including:
- traditional community development approaches:
    - needs-based
    - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
    - asset-based (ABCD)
    - rights-based

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.

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In addition, assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander community services worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE007 Develop and provide community projects

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with the community to develop and provide community projects on relevant issues.

This unit applies to workers in both health and community sectors and/or a community development work context. 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Develop a community project	1.1 Develop project plan through participation of key people and organisations that identifies priorities and desired outcomes to address issues of concern of target groups 1.2 Identify and secure appropriate human, financial and physical resources 1.3 Develop strategies and educational resources and materials appropriate to the context, issue and audience 1.4 Prepare promotional materials in line with organisation policy and disseminate to target audience and others as appropriate
2. Deliver the community project	2.1 Implement strategies and distribute educational resources and materials to ensure maximum effectiveness for delivery of the project 2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content 2.3 Make project adjustments as required to meet the needs of specific groups 2.4 Seek feedback on the community project or activity from participants
3. Review the community project	3.1 Assess the community project against the planned goals and objectives in accordance with organisation policies and procedures 3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions 3.3 Document community project outcomes, and where necessary act on them in accordance with organisation procedures

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE007 Develop and provide community projects	CHCCD402B Develop and provide community education projects	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCDE007 Develop and provide community projects

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- developed, delivered and evaluated at least 1 project plan, including identifying and matching resources with activities to address community needs and priorities

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- principles of designing and developing a community program, including:
    - community priorities assessment and analysis
    - asset mapping
    - goals and objectives for project
    - resource availability
    - strategies and actions needed to achieve goals
    - accountability requirements

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    - resources and support within the community
- decision-making structures and processes at organisation, community, regional and system level
- organisation policies and procedures for dealing with the media

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE008 Support community action

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 support the community to represent their own priorities and aspirations through social and public action.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Respond to community priorities	1.1 Plan and implement appropriate opportunities for people in the community to promote their priorities and aspirations 1.2 Research and document a range of models of participation and research methods 1.3 Identify, develop and agree with key people strategies for meeting community priorities
2. Support identified community priorities	2.1 Assess relevance and appropriateness of a range of mechanisms and actions to address community priorities 2.2 Calculate and assess resources required for availability and appropriateness 2.3 Ensure resourcing to meet community priorities is provided 2.4 Support a community advocacy and lobbying approach
3. Evaluate effectiveness of community action	3.1 Evaluate the effectiveness of activities using accepted strategies and mechanisms 3.2 Review progress of strategies with key people and negotiate and implement required changes 3.3 Document outcomes of evaluations and report to key people

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE008 Support community action	CHCCD508D Support community action	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCDE008 Support community action

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- Supported at least 1 community to identify their rights and represent their own priorities and aspirations through social and public action, including motivating individuals and/or the groups to work cooperatively

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- social structures and systems in the community
- current social policy and its implementation programs
- components of strategic planning
- decision-making systems and leadership
- community development principles relevant to social action, public processes and assets based approaches
- community engagement principles

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- ‘community’ as ideological tool
- social movements
- social action
- service promotion
- general and cultural issues relevant to specific client community group

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE009 Develop and support community leadership

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 to design, provide and promote systems that identify and development both potential and existing leaders to build capacity within the community. Leaders may or may not have a formalised leadership role within the community.

This unit applies to workers in both health and community sectors and/ or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Use a participative approach to identify community leaders	1.1 Identify potential and existing community leaders and leadership structures as recognised and accepted by community 1.2 Engage previous, potential and existing community leaders 1.3 Establish parameters for involvement of community leaders
2. Develop and maintain support mechanisms	2.1 Design a range of support mechanisms to enable the identification of the role, responsibilities, context and accountability of community leadership 2.2 Identify and address factors which might have an impact on the effectiveness of community leadership 2.3 Include resources required to support community leadership development in resource allocations
3. Promote community leadership	3.1 Create and respond to opportunities to routinely promote the importance of community leadership 3.2 Ensure the development of structures, processes and practice reflects the defined role and importance of community leadership
4. Develop leadership skills	4.1 Design and provide learning programs aimed to develop leadership skills 4.2 Implement a range of activities to assist the development of community leadership 4.3 Proactively provide individuals with structured and supported opportunities to experience leadership 4.4 Identify and acknowledge the expertise, skills and contributions of the community to leadership

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE009 Develop and support community leadership	CHCCD509C Support community leadership	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes in knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCDE009 Develop and support community leadership

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- identified and responded to at least 3 opportunities to promote leadership within the community
- developed and implemented at least 1 learning program or activity aimed to support the development of leadership skills
- provided support for leadership structures on at least 3 different occasions

Knowledge Evidence

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

- relevant legislation and public policies
- social, community and youth issues
- concepts of effective leadership
- structure and nature of the community
- cultural awareness, practices and protocol of the community
- availability of skills development training

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- support mechanisms and structures in the range of relevant communities and cultural contexts
- instructional design principles and options relating to learning program design and structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- methodology relating to developing and documenting new learning activities and related learning materials
- different delivery modes and methods

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCDE010 Develop and lead community engagement strategies to enhance participation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 apply advanced community engagement skills to increase participation in the community development environment.

The high level engagement skills described in this unit apply to a range of workplace contexts involving skill development, application and evaluation of engagement strategies to ensure effective community participation in relevant projects and activities.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Develop an effective community engagement plan	1.1 Document the purpose and scope of the community engagement 1.2 Identify and document relevant stakeholders and individuals who should be involved in the engagement process 1.3 Analyse and determine the level of impact that stakeholders have in any decisions and the level of public participation required 1.4 Specify the engagement tools and methods to be used within specified timeframes and considering any specific barriers to participation 1.5 Identify and document evaluation mechanisms 1.6 Develop a budget proposal 1.7 Present the completed plan to management and the community for revision and endorsement
2. Implement the engagement plan	2.1 Organise the participation activity according to the plan 2.2 Proactively identify and address the specific prioritises of individuals who are disengaged 2.3 Promote participation to the relevant stakeholders using appropriate communication methods 2.4 Undertake the engagement activity using relevant tools and techniques 2.5 Encourage all group members to contribute their ideas constructively and respectfully during group discussions 2.6 Routinely use strategies that enhance effective group interactions and communication

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	2.7 Respond to questions in a manner consistent with organisation standards 2.8 Document the participation feedback from participants 2.9 Conduct an evaluation of the participation activities
3. Evaluate and review the outcomes and effectiveness of the participation plan	3.1 Review the engagement activities in comparison with the plan objectives 3.2 Document the outcomes and evaluation feedback 3.3 Report this information to relevant stakeholders

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE010 Develop and lead community engagement strategies to enhance participation	CHCCD515B Communicate effectively within a community development context	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCDE010 Develop and lead community engagement strategies to enhance participation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- developed 1 engagement plan
- facilitated at least 3 group discussions, including:
    - used a range of group facilitation strategies to enhance interactions between group members and to gather relevant feedback
    - provided feedback to the group regarding outcomes

Knowledge Evidence

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

- communication styles and techniques
- group facilitation processes and mechanisms for group support
- principles of effective community engagement and participation
- traditional and contemporary models of engagement
- community engagement techniques including online tools and use of social media
- methods of research

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- sustainability
- empowerment; community control and hegemony
- capacity building
- asset based community development
- methods of engagement and participation
- evaluation and review
- building and maintaining partnerships
- social capital
- reporting mechanisms
- reengagement strategies for individuals who are disengaged

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCDE011 Implement community development strategies

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with individuals, groups and the community to identify issues and develop cooperative processes to facilitate change.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Work with individuals and groups to identify issues	1.1 Use appropriate interpersonal skills with individuals and groups to ensure that their story is heard and understood and to test that there is common understanding 1.2 Respond to individual and group concerns in a manner which shows respect and a commitment to assist in their resolution 1.3 Proactively provide appropriate referrals to assist in the resolution of issues 1.4 Identify and address barriers to moving private concerns into public action 1.5 Identify individual and community strengths, talents and abilities that can address the community priority
2. Work with groups to establish cooperative processes	2.1 Identify relevant models of work that may address group priorities and strengths 2.2 Identify and establish mechanisms and actions to address group priorities and strengths 2.3 Organise a range of opportunities to facilitate community participation 2.4 Establish common goals and coordinate strategies for a cooperative group process 2.5 Engage key stakeholders in planning, implementing and evaluating strategies for community empowerment and action 2.6 Adhere to organisation’s reporting requirements
3. Support group processes and skills development	3.1 Identify strengths and assets and access available resources to facilitate successful group and community work strategies and activities 3.2 Participate in facilitation of effective group meetings and enhance outcomes

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	3.3 Support and maintain group processes to facilitate achievement of identified outcomes by the group 3.4 Monitor effectiveness of group processes and provide information to the group to enable improvement and change
4. Reflect on practice	4.1 Reflect on own practice 4.2 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge 4.3 Work with the group to regularly undertake review mechanisms 4.4 Work with the group to reflect on group practice and processes

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE011 Implement community development strategies	CHCCD514B Implement community development strategies	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including	Not equivalent

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		volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCDE011 Implement community development strategies

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- conducted research and analysis of at least 1 community priority and identified the structures and systems contributing to the concern
- engaged collaboratively with at least 1 community group to develop strategies to address their priorities
- supported at least 3 activities to facilitate community participation
- developed and maintained public processes to address common issues

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- community processes and protocols
- funding sources and their policies and strategies for encouraging community input and participation
- principles and practices of community development work
- traditional community development approaches:

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    - needs-based
    - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
    - asset-based (ABCD)
    - rights-based
- representation, lobbying and advocacy
- power and conflict management
- Principles of networking and the role of partnerships
- policies and processes for data collection and analysis
- key methods of information dissemination and the benefits of use
- general and cultural issues relating to specific client community groups
- group processes

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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCDE012 Work within organisation and government structures to enable community development outcomes

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work within community and government structures to enable community development processes.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Work within the structures and process of the organisation	1.1 Identify and work within the management and governance structure, philosophy and purpose of own organisation 1.2 Work within lines of decision-making and accountability in contributing to planning processes in relation to organisation's community development activities 1.3 Ensure decisions and processes are documented and accessible to all involved
2. Assess extent to which organisation supports community development work	2.1 Plan for aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which are supportive of community development work 2.2 Plan for aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which may create barriers to community development work
3. Utilise all levels of government for community development activities and projects	3.1 Research all levels of government that provide community funding 3.2 Identify current and possible future funding sources for community resources and programs 3.3 Plan for government policy barriers and, with community members, identify strategies to support change 3.4 Develop strategic alliances between organisation, community members and relevant government agencies to support community development activities 3.5 Proactively seek opportunities to influence government decision and policy making in line with community issues and priorities 3.6 Ensure community development activities and projects adhere to relevant commonwealth, state/territory and local government legal requirements 3.7 Regularly update information about current legal requirements and if appropriate, develop proposals to modify

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	organisation policy and procedures in relation to community development activities
4. Maintain the profile of community development work within the organisation	4.1 Use formal and informal networks to communicate the organisation's community development activities and achievements 4.2 Use a range of communication media and activities to convey information about community development activities and achievements of the organisation to encourage support and interest 4.3 Seek and utilise opportunities to promote the organisation and its community development work and activities 4.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities
5. Maintain management support for community development activities and projects	5.1 Identify and advise management of political, social, cultural and economic trends that may impact on community development activities and projects 5.2 Ensure community development activities and project work is within the policies and procedures of the organisation 5.3 Promptly address problems in implementing defined procedures to ensure resolution 5.4 Identify and seek to resolve conflict between organisation policies and community or public issues 5.5 Ensure information about community development activities and projects is provided within the management structures to facilitate effective and informed deliberations and decision-making

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE012 Work within organisation and government structures to enable community development outcomes	CHCCD516B Work within organisation and government structures to enable community development outcomes	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCDE012 Work within organisation and government structures to enable community development outcomes

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- identified aspects of at least 1 organisation's structure and philosophy which support community development work and the potential implicit barriers to that work
- prepared at least 1 report on community development activities and projects in a comprehensive and accurate manner and presented to relevant stakeholders and management

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- structures and systems that support or present barriers to community development
- principles of participatory democracy
- range of management and governance structures operating with the community services industry
- social, economic, political, cultural and economic development

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- all possible funding sources
- critical theories for analysing human service organisations
- critique of managerial approaches including:
    - management systems and principles
    - performance standards
    - service quality development
    - consumer focus
    - enterprise agreements
    - performance monitoring and review
- change management principles

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE013 Establish and develop community organisations or social enterprises

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with the community to develop existing, or establish new, organisations, programs or services.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Establish the need, purpose and philosophy for the organisation or social enterprise	1.1 Identify and assess the need, purpose and philosophy for establishment of a new organisation, or the development of an existing organisation, through participation of stakeholders for the organisation 1.2 Carry out negotiations in a way which generates support for the prioritises and rights of the target group and which takes account of the relevant viewpoints and perspectives 1.3 Base all establishment work on defined community development methods and market place need 1.4 Clarify and negotiate goals and objectives with key stakeholders, consistent with the purpose and philosophy of the organisation or social enterprise
2. Review and/or develop organisation structures	2.1 Identify and assess the proposed purpose, scope, impact and process for change, for incorporation in planning 2.2 Prepare appropriate reporting on all aspects of the proposed plan and submit for approval to the decision-makers 2.3 Undertake appropriate participation methods to ensure all stakeholders play a major role throughout restructure or development processes 2.4 Consult relevant organisations and stakeholders about proposed structural changes and, where appropriate, arrange for participation throughout the process 2.5 Assess the strengths and weaknesses of a range of potential forms and models of organisations and social enterprises 2.6 Develop an appropriate structure which is consistent with the purpose, philosophy and roles of the organisation or social enterprise and which meet industrial, legal and policy requirements 2.7 Establish appropriate mechanisms to monitor the development

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	2.8 Provide ongoing advice to decision-makers as required on all aspects of the proposed changes and implementation strategy 2.9 Implement restructure in line with the approved strategy
3. Meet legal requirements to establish new or develop existing organisation	3.1 Identify and adhere to legal requirements to establish the organisation or social enterprise 3.2 Ensure records required to meet legal requirements are prepared, authorised and handled appropriately
4. Market and promote the organisation and organisational changes	4.1 Promote the benefits of the new organisation or organisation changes to stakeholders, target groups and those within the organisation to ensure maximum effectiveness 4.2 Implement appropriate evaluation and monitoring processes to ensure maximum effectiveness of the changes
5. Evaluate organisation or social enterprise results	5.1 Asses the community organisation or social enterprise results against plan 5.2 Discuss results with key stakeholders to determine future directions 5.3 Document any key changes in future planning of the community organisation or social enterprise

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE013 Establish and develop community organisations or social enterprises	CHCCD606C Establish and develop community organisations	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCDE013 Establish and develop community organisations or social enterprises

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- developed a business plan for at least 1 community organisation or social enterprise based on identified community priorities, abilities and market place need

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- relevant national and state legislation
- community organisation models:
    - Government funded
    - Fee for service
    - Social enterprise
- sources of funding, including:
    - federal, state/territory and local government funding sources
    - philanthropic agencies
    - private business and sponsorship

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    - requests, donations and other private grants
    - fees for services
- contemporary economics and politics and their impact on community development
- organisation design and management principles
- community services and health networks and stakeholders
- principles of project management, including:
    - consultation, participation and research methodologies
    - project planning process

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCDE014 Facilitate the development of community capacity to manage place making

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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, implement and review methods for improving community knowledge and involvement in "place" management practices using partnership building.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Research and display the diversity of issues and factors that describe a place	1.1 Gather and collate demographic data on community 1.2 Identify and document current and future community support and growth impacts 1.3 Identify and document current and future demand on community resources 1.4 Identify community based assets, skills, and resources which can be mobilised to maximise place 1.5 Analyse data to identify the composition, characteristics and planning issues of the local or regional community 1.6 Display information compiled from these activities and communicate to stakeholders to support future recommendations and actions
2. Support community through information, skills and opportunities for involvement in place management	2.1 Identify, research and collate relevant information to assist in the assessment of current community knowledge, skills and opportunities to determine scope of community involvement in a project 2.2 Establish links with community interest groups, government and non-government organisations and agencies and the broader community to scope the community priorities, skill level and partnership opportunities 2.3 Utilise various mechanisms to engage the community in a working partnership with the agency 2.4 Document gaps between community expectations and current place management practices

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	2.5 Research necessary modifications or improvements to existing place management practices to meet community expectations 2.6 Identify and document new locations and places which require the implementation of place management practices or activities in the community
3. Identify and assess effectiveness of methods to create and increase community awareness of the agency's role and purpose in managing place	3.1 Collate and analyse data on the effectiveness of various engagement methods in the context of known community data and place planning objectives 3.2 Develop criteria for determining the range and effectiveness of consultative methods and apply to determine relative opportunities for community participation 3.3 Apply specialist knowledge and skills to determine the most suitable methods for the identified community and place 3.4 Identify resources to support community to succeed in plan implementation
4. Develop a place plan	4.1 Identify barriers, supports and additional resources required that may impact plan success 4.2 Develop the plan through participation of the broad community, businesses, other government and non-government agencies and organisations 4.3 Advertise and/or exhibit the plan and incorporate feedback in accordance with agency policies, protocols and procedures 4.4 Present the plan to key decision-makers for endorsement 4.5 Incorporate any amendments from key stakeholders 4.6 Disseminate the plan to relevant agency or departmental personnel who will be involved in implementation 4.7 Return the plan to the community for celebration and acknowledgment of completion

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5. Manage and review implementation of place plan	5.1 Develop qualitative and quantitative performance measuring processes to be confirmed by the community 5.2 Through participation of the community, regularly collect, analyse and display qualitative and quantitative data to provide accurate measures of implementation performance and progress 5.3 Use information obtained during performance monitoring, both within and outside of the place, to modify and/or further develop the planned implementation program 5.4 Ensure the community maintains interest and sense of ownership in implementation of plan

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE014 Facilitate the development of community capacity to manage place making	CHCCD618B Facilitate the development of community capacity to manage place	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for	Not equivalent

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		assessment including volume and frequency requirements. Significant changes to knowledge evidence	

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Assessment Requirements for CHCCDE014 Facilitate the development of community capacity to manage place making

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- conducted research to identify priorities, strengths and assets, including information, skills and opportunities for involvement in place management of 1 community
- supported 1 community to develop and monitor 1 place plan

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- comprehensive, appropriate demographic and cultural resource information
- strategies for involving a diverse community in planning and activities
- community cultural development philosophy and practice
- community networks
- council policies, procedures and protocols
- planning controls, permissions and constraints
- factors that describe a ‘place’

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- place management principles
- asset based community development
- community engagement principles
- individual character of a place, and a collective vision
- multi-disciplinary programs, policies and initiatives relevant to client community groups
- partnership capacities to build partnerships between key stakeholders
- event coordination and marketing

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCDE015 Develop and implement a community renewal plan

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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, develop and implement community renewal strategies.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Work with the community and other stakeholders to identify community renewal opportunities	1.1 Identify and document stakeholders in the community renewal process 1.2 Conduct research to identify various models of community renewal 1.3 Develop a community profile utilising existing relevant local resources 1.4 Identify and document the assets and priorities of the community through research and stakeholder participation
2. Develop a community renewal strategy	2.1 Develop a community renewal strategy in accordance with the outcomes of identified priorities and based on community strengths 2.2 Establish goals and objectives for projects including criteria to evaluate projects 2.3 Organise a range of opportunities to gain community participation 2.4 Identify relevant community structures and utilise to maximise community renewal outcomes
3. Identify and manage resources for community renewal	3.1 Identify and access available resources to ensure the success of community renewal 3.2 Allocate resources within the organisation’s budgetary guidelines 3.3 Document use of resources and report to appropriate stakeholders
4. Work with the community and individuals to promote community renewal	4.1 Develop a profile of all potential stakeholders in community renewal 4.2 Assess and obtain resources required to effectively promote community renewal

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	4.3 Develop promotional materials and make them accessible to all target groups 4.4 Utilise existing networks for promotion of community renewal and develop new ones 4.5 Evaluate and adjust promotional strategies as appropriate
5. Implement community renewal strategies	5.1 Undertake appropriate work to implement operational arrangements which will facilitate community renewal 5.2 Undertake appropriate work to contribute to the development of policies and processes which will facilitate resolution of community concerns in the community renewal process 5.3 Routinely employ effective interpersonal skills to motivate groups to work cooperatively
6. Evaluate effectiveness of community renewal strategies	6.1 Develop performance indicators for community renewal 6.2 Undertake appropriate evaluation of work through participation of relevant community stakeholders 6.3 Ensure that feedback on the effectiveness of community renewal is collected and provided to the community to enable improvement and change 6.4 Ensure all reporting requirements are met in accordance with organisation procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE015 Develop and implement a community renewal plan	CHCCD620B Develop and implement a community renewal plan	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCDE015 Develop and implement a community renewal plan

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 demonstrated evidence that the candidate has:

- collaboratively developed, implemented and evaluated at least 1 community renewal strategy

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- relevant legislation and public policies
- the aims, economic and social context of community renewal
- community renewal principles and practices
- impact of cultural and community values within the community
- community renewal as a social change strategy
- relevant legislation and public policy
- relevant networks, people stakeholders
- social housing policy
- disaster recovery

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCDE016 Deliver emergency relief services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

The work described in this unit will take place within an agency or service providing emergency relief to individuals and families.

Emergency relief may be provided in a range of areas including but not limited to finance, food, shelter, managing utilities, health and disaster relief.

This unit applies to emergency relief, community work or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply communication skills appropriate to emergency relief context	1.1 Communicate appropriately in order to identify client priorities and issues 1.2 Support clients to resolve their needs and issues using appropriate communication skills 1.3 Communicate mission and values of the service agency appropriately 1.4 Communicate appropriately in working with other agencies
2. Provide emergency relief services	2.1 Assess client priorities to ensure appropriate support is recommended 2.2 Provide information to clients according to their priorities 2.3 Ensure recommended relief services are within agency's capabilities and budget to provide 2.4 Refer clients to other appropriate agencies, services and professionals, according to client’s needs 2.5 Provide support and advocacy for clients according to client priorities 2.6 Provide emergency relief services according to legislative and agency procedures
3. Undertake administrative duties	3.1 Maintain networks with other agencies 3.2 Attend meetings to review agency range of services 3.3 Maintain statistics in accordance with organisation requirements

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	3.4 Maintain client files and financial records in accordance with organisation requirements 3.5 Mentor new volunteers in working within organisation philosophies and ethical frameworks 3.6 Undertake activities as required to support organisation mission and values
4. Review and monitor own work	4.1 Identify scope of work to ensure that services provided are within personal and organisation capabilities 4.2 Address diverse views and conflicts within the organisation to ensure service provision is maintained 4.3 Participate in organisation monitoring activities to enable service provision to be reviewed 4.4 Seek to address difficulties and assistance with appropriate people

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE016 Deliver emergency relief services	CHCER301B Deliver emergency relief services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to	Not equivalent

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		performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	

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Assessment Requirements for CHCCDE016 Deliver emergency relief services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- implemented and monitored emergency relief for 2 different clients

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:

- legislation and regulation relevant to emergency relief provision
- emergency relief in a disaster context
- client confidentiality and privacy requirements
- mandatory reporting requirements as appropriate
- organisation codes of practice
- services available from the agency
- own role and responsibilities
- referral networks and their service provision
- organisations availability of internal and external emergency service provision resources and assistance

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- strategies to maintain personal well being

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCEL001 Develop sustainable celebrancy practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to determine what makes a sustainable celebrancy practice and then to set goals and develop an approach to own practice.

This unit applies to celebrants.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Determine requirements for sustainable celebrancy practice	1.1 Identify, access and interpret information on celebrancy practice

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	1.2 Identify key issues that affect the development and sustainability of professional celebrancy practice 1.3 Evaluate impacts of emerging or changing technology on celebrancy practice 1.4 Collate current information that supports professional practice
2. Set own celebrancy practice goals	2.1 Reflect on professional goals and aspirations and the opportunities and constraints of individual personal circumstances 2.2 Identify and assess professional opportunities in celebrancy 2.3 Assess and match personal skills and attributes against those perceived as necessary for particular professional opportunities 2.4 Determine viability of celebrancy opportunities according to perceived risks, resources available, financial returns and other outcomes sought
3. Develop approach to own practice	3.1 Make decisions about practice direction, based on reflection and research 3.2 Develop and document strategies, systems and resources that address own practice goals 3.3 Engage in a process of ongoing questioning and review to inform practice development

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCCEL001 Develop sustainable celebrancy practice	CHCCEL401C Work effectively in a celebrancy role	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCEL001 Develop sustainable celebrancy practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used critical thinking skills to:
    - review and reflect on information from a range of sources about celebrancy practice
    - evaluate and articulate requirements for sustainable celebrancy practice
- developed and documented a plan for own celebrancy practice, including:
    - own goals
    - strategies, resources and systems
    - professional development strategy
    - personal care plan.

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:

- historical development of celebrancy in Australia in last 50 years, including knowledge of the evolving role of the civil celebrant and celebrancy in Australian culture in the twenty-first century
- role of celebrants and different perspectives
- demographic and other information that supports assessment of potential range and volume of ceremonies
- key issues that affect the development and sustainability of professional celebrancy practice:
    - economic – opportunities and viability
    - environmental

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  - individual – personal health, professional development, family
  - social responsibility
- professional celebrancy networks and industry bodies
- advantages and disadvantages of competition, collaboration, networking and, teamwork for professional celebrants at an organisation level and at a personal level
- professional context for a given area of the practice in terms of opportunities and constraints
- professional opportunities in the area of celebrancy practice, across other related areas and across the business and community generally
- different models of professional celebrancy practice and their employment opportunities
- nature of goals and aspirations and the viability of achieving these professional goals in the context of the celebrant's knowledge, skills, personality and attributes, resources, geographical location and other factors
- tools, techniques and strategies used by celebrants and small business practitioners to build sustainable practice
- issues for consideration in the development of a personal care strategy
- key sources of assistance for professional celebrants, including:
  - Attorney-General's Department (marriage celebrancy only)
  - celebration and funeral providers
  - community elders
  - educators and training providers
  - family members
  - mentors
  - other service providers
  - professional bodies
- the impact on changing technologies on celebrancy practice, clients and ceremonies, including:
  - historical and potential future impacts
  - attitudes that help and hinder IT and computer skilled
  - web and IT communication mechanisms
  - hardware and software requirements and associated devices needed for celebrancy practice
  - strategies to maintain currency and resources available
- legal and ethical considerations (national and state/territory) and how they impact celebrancy practice

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- children in the workplace
- codes of conduct/practice
- conflicts of interest
- consumer law
- continuing professional education
- copyright and intellectual property Copyright Agency Limited (CAL) (difference between licence and insurance)
- discrimination
- duty of care
- human rights
- insurance requirements
- mandatory reporting
- privacy, confidentiality and disclosure
- professional body membership – ethics and standards
- records management
- specific legislation that applies to marriage (existence and key objectives only), including offences under the *Marriage Act 1961* for unauthorised civil celebrants conducting of marriage ceremonies)
- work role boundaries – responsibilities and limitations, including:
  - celebrants not counsellors
  - agreed scope of role in ceremony
- work health and safety

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 sources of information about celebrancy practice.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCEL002 Establish client celebrancy needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish the client-celebrant relationship, work with the client to identify their needs, and then match celebrancy services to those needs. It does not address the specific additional legal requirements for marriage celebrancy, which are found in separate units.

This unit applies to celebrants.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Establish client celebrant relationship	1.1 Access and use facilities and resources required for client interviews

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	1.2 Use interpersonal skills that establish rapport and promote positive participation of clients 1.3 Respect and support client interests, rights and decision-making 1.4 Explain the role of both celebrant and client in the development and delivery of the ceremony
2. Clarify client needs	2.1 Gather and record information about client needs and preferences using interviewing skills 2.2 Share information about the significance of ceremony and the role and purpose of different ceremony components 2.3 Assist clients to identify ways to express and strengthen their values, ideals and relationships through ceremony by providing information, advice, resources and support 2.4 Recognise, respect and respond to individual differences and preferences 2.5 Review potential venues or settings in consultation with clients, advising of issues relating to preferred setting 2.6 Identify when client needs fall outside the scope of individual practice or the celebrancy role, and refer client to other services 2.7 Use negotiation and conflict resolution skills to identify and resolve differences with the clients and to deal with difficult situations.
3. Match services to client needs	3.1 Identify services from the range of services offered that may match client needs 3.2 Provide clear, comprehensive and accurate details and options about services 3.3 Use a client-centred approach to work with the client and assist them to review different options, services and features 3.4 Negotiate and agree the scope and nature of celebrancy services to be provided 3.5 Discuss and agree in writing ongoing contact arrangements with client and others involved in the celebrancy service provided
4. Complete administrative tasks	4.1 Create a mutually agreeable documented service contract with the client detailing fees and other relevant terms and conditions in writing

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	4.2 Complete client documentation and invoicing in accordance with practice administration procedures 4.3 Maintain client confidentiality and privacy according to legal and ethical requirements for record keeping 4.4 Manage and securely maintain client documentation relating to the ceremony and communications with the client according to legal and ethical requirements
5. Obtain feedback from clients in relation to their celebrancy services	5.1 Seek client feedback and use feedback to continuously improve service 5.2 Maintain relationship where appropriate with client and or guests for offering future professional celebrancy services

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL002 Establish client celebrancy needs	CHCCEL406A Identify and address client needs in a celebrancy role	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements. Significant change to knowledge evidence.	

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Assessment Requirements for CHCCEL002 Establish client celebrancy needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- conducted 9 prospective client interviews for ceremonies of love, life or loss, that must include interviews
    - by phone
    - face to face
    - using electronic means
- conducted interviews with clients from at least 2 different cultural or language backgrounds
- negotiated, confirmed and documented a celebrancy service agreement with at least 6 clients (agreement to include at least 1 of each of ceremonies of love, life and loss).

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, state/territory, local) for celebrancy, and how these apply to establishing client needs, including conflict of interest, and how, when and with whom this may occur
- insurance requirements and impacts on scope of services offered, including:
    - public liability
    - professional indemnity
- privacy, confidentiality and disclosure
- records management
- trade practices

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- work role boundaries – responsibilities and limitations, including role of celebrant in Australian communities
- work health and safety
- type of resources and facilities required for client interviews and how to access
- factors that affect client preferences:
    - abilities and disabilities
    - age
    - cultural background
    - education
    - gender
    - socio-economic factors
    - spirituality or religion
    - values
- importance and purpose of ceremony for clients and others in relation to the main types of transitions in life and rites of passage
- history of religious and secular ceremony
- different types of ceremonies and celebrations for individuals, groups, families and communities and their role
- the main types of transitions, both traditional and contemporary
- private and public occasions
- stages of human development and psychology of change
- how change and death are a part of the cycle of life whether the death is of a person, relationship, death of a function or way of life, including:
    - the defence mechanisms and their role in human behaviour, particularly when change is required or forced
    - personal, religious, social and cultural attitudes to death and dying
    - psychology and spirituality of ceremony and the effects of ceremony on the human psyche intellectually, psychologically, emotionally, socially and culturally
    - the role of acceptance, inspiration, hope, respect, tolerance, and other positive life affirming values in ceremony
- how ceremonies signpost elements of culture and how ceremonies and rituals express different cultural beliefs and norms
- place of cultural rights, multicultural contributions and the arts in culture and ceremony

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- distinctions between religious, secular and civil ceremony philosophy, purpose and content (such as: church versus state issues), and how that impacts the celebrant's role
- how 'civil' means inclusivity, and some of the barriers to inclusiveness
- types of ceremonies and celebrations across different cultures and how they may be tailored to meet different client preferences, including:
    - love (betrothal or engagement, celebration of marriage, civil union, commitment, renewal of vows, wedding anniversaries)
    - life (christening, baby blessings, namings, coming of adolescent, coming of age, graduation, major birthdays, retirement, house warmings, coming of wisdom age, liferals, boat blessings)
    - loss (funerals, memorials, civil community memorials, companion animals funerals, divorce, living wakes, community ceremonies re natural disasters)
- when and why celebrants may refer clients to support services in the following areas:
    - translating and interpreting
    - parenting
    - relationships
    - ageing
    - loss and grief
- communication strategies and techniques:
    - cross-cultural communication protocols
    - non-verbal communication cues
    - addressing communication barriers
    - conflict resolution
    - negotiation
- communication and personality styles – differences in ways people receive and give out information, person-centred and rights-based approaches
- financial considerations, including:
    - invoicing requirements, and the information that must be included
    - use of receipts
    - refundable items.

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:
    - information and communications technology to support client communication

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    - template contracts or agreements
- modelling of industry operating conditions, including:
    - interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCEL003 Research, design and organise ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to research, design and write ceremonies and address associated operational requirements.

This unit applies to celebrants, and to different types of ceremonies, both public and private.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Research ceremonial components	1.1 Evaluate main components of the ceremony in relation to its purpose for the transition or rite of passage being celebrated or honoured

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	1.2 Identify credible sources of traditional and contemporary information about ceremony and ceremonial components relevant to client preferences 1.3 Assess information and select ceremonial components, elements or symbols best suited to client preferences, ceremony purpose and target audience 1.4 Generate ceremony ideas based on research undertaken and own existing resources and ideas database 1.5 Collate and organise ceremonial information in a manner that supports current and future ceremonial planning
2. Design ceremonies	2.1 Integrate client values, culture and ideas by involving the client in ceremony design 2.2 Match the ceremonial components, elements or symbols to the ceremony purpose and target group 2.3 Identify and integrate practical planning and operational implications into ceremony design 2.4 Confirm roles of ceremony participants or of other service providers as part of the design process 2.5 Identify and address legal requirements in ceremony design 2.6 Document the ceremony design and seek client confirmation
3. Write ceremony content	3.1 Elicit key information and ideas from content researched and agreed with the client 3.2 Apply ceremony design principles to create format, structure and sequence for the ceremony content based on client preferences 3.3 Use language suited to client preferences and profile, and the nature of the ceremony audience 3.4 Use creative and other writing techniques to enhance ceremony content 3.5 Integrate storytelling and biography into ceremony content according to client preferences 3.6 Refine and finalise content in consultation with client
4. Address operational arrangements	4.1 Create an operational plan for the ceremony that includes clear actions, timelines and responsibilities for the celebrant 4.2 Identify and organise resources and other ceremony requirements for the agreed ceremony 4.3 Organise and confirm rehearsal details with clients and others according to ceremony needs

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	4.4 Develop and confirm with client ceremony contingency plans suited to the agreed ceremony 4.5 Document operational requirements and provide information to clients and others as required
5. Extend and expand own knowledge base	5.1 Maintain and enhance own knowledge of ceremony through ongoing research 5.2 Identify and respond to professional development opportunities 5.3 Develop and adjust work practices as part of ongoing practice development

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL003 Research, design and organise ceremonies		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCEL003 Research, design and organise ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- researched and documented the structure, purpose, ceremonial components and elements for a minimum of 5 different types of ceremonies for major life events (from birth to death)
- researched and identified at least 30 different ceremonial elements or examples of music, poetry and prose to meet identified client needs and preferences
- created and written in full 3 ceremonies (1 each of love, life and loss) in response to identified client needs and preferences, taking into consideration various aspects of ceremony structure.

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, state/territory, local) for ceremony creation, and how these apply in individual practice:
    - copyright and intellectual property (differences between Copyright Agency Limited (CAL) and Copyright Insurance)
    - discrimination, including sexism, discrimination on the basis of sexual orientation, ageism, racism, disability, cultural, economic factors
    - insurance requirements and impact on ceremony design
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities, scope and limitations of the celebrant in the ceremony
    - work health and safety

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- different types of ceremonies for main types of transitions and celebrations for individuals, couples, groups and communities
- aspects of ritual and ceremony including:
    - structure of ceremony
    - purpose of ceremony for clients and others
    - public role, legal importance and benefits of different kinds of ceremony to society
    - ceremonies as rites of passage
    - how ceremonies signpost a culture and the expression of ceremony and ritual across different cultures
    - different ceremonial elements and their impact for different individuals and groups
    - history of religious and secular ceremonies, including knowledge of the evolving role of the celebrant in Australian culture in 21st Century
- function and importance of storytelling in times of change, and in particular human life stages from birth to death
- client-centred practice as the focus for ceremony design, what this means in practice and the needs of different target groups in celebrancy practice
- basic knowledge of family structures and dynamics as applicable to celebrancy work
- broad knowledge of stages of human development and psychology of change and its application to ceremony design
- sources of information for ceremony design, including those for the following ceremonies of love, life and loss:
    - poetry
    - prose
    - music
    - ceremonial symbols
- creative considerations for enhancing ceremony, including:
    - use of symbols and metaphors, their importance for integration of complex ideas and meanings and relationship with ceremonial elements
    - how to analyse the qualities needed for a particular aspect of the ceremony, research and create meaningful symbols to match the ceremonial need
    - storytelling
    - developing a life story from ‘whole’ person perspective
    - relationships between ceremonial elements and the human senses
    - ceremony as art
    - use of props

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- the difference between signs and symbols, and the factors in creating and assessing ceremonial elements and symbols
- historical use of symbols, including examples of the use and meaning of symbols related to elements (earth, fire, air, water), colour, flowers, and the traditional and modern significance of colours, flowers, precious stones and other special materials
- the ethics and practicalities of using plants, animals, children and adults as symbols in ceremonies
- first principles for designing any ceremony
- key components of ceremony, and how these can be integrated into ceremony design and those particularly important for ceremonies related to loss and grief, including:
    - acknowledging and honouring the loss
    - appreciating and honouring the contributions of the person, relationship or function to one's life, family or community
    - acknowledging the need for inspiration and support
    - encouraging family and community support for those who are grieving
- how to structure a ceremony and key components of ceremony and its theatrical elements, and how these can be integrated into ceremony design, including:
    - the warm-up (and group bonding), entrance, welcome, introduction (including statement of purpose) legalities if relevant
    - story telling, reflection, heightening the 'gap/transition'; acknowledging and honouring both loss and gain, especially appreciating and honouring the contributions of the person, relationship or function to one's life family, or community
    - preparation for the next stage – life coaching, inspiration, and support
    - the speaking one's truth, the promises, commitments (vows) explicit or implicit
    - group affirmation and support encouraging family and community support, especially for those who are grieving.
    - the capturing of memories, preparation for the next stage
    - announcements (i.e. after-ceremony requirements, refreshments), conclusion
    - the exit
- communication, interviewing and negotiation strategies
- communication and personality styles – differences in ways people receive and give out communication, factors that affect communication, learning and experiencing the world
- principles and techniques of writing as one form of communication, including:
    - clear and meaningful
    - concise

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    - consistent style
    - correct grammar
    - clear and logical order
    - differences and strategies required when writing ceremonies and other material for presentation and performance by vocal means, including words per page estimates, time for material reading
    - writing for the needs of specific audiences, and how this varies depending on communication media in a celebrancy context
- spelling and grammar checking processes for ceremony drafts
- writing styles and their application to different ceremonies:
    - conversational
    - formal
    - dramatic
    - humourous
    - plain English
- trends to include ‘stories’ that allow the personalisation of ceremony content to meet expectations
- strategies for improving writing skills
- operational considerations and constraints for ceremony design:
    - scope of role of celebrant in overall ceremony
    - role of participants
    - location
    - duration
    - season and climate
    - other event components
    - other services providers
    - rehearsal requirements
    - resources and equipment
- planning techniques and formats
- techniques and opportunities for extending own knowledge of ceremony

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:

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    - documented client needs and preferences on which ceremony design is based
    - ceremony information sources
- modelling of industry operating conditions, including:
    - interactions with other people
    - scenarios that involve problem solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCEL004 Prepare for, present and evaluate ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to prepare for, present and evaluate ceremonies. It requires the ability to use well-developed public speaking and presentation skills to deliver the ceremony. It does not address the specific additional legal requirements for the delivery of marriage ceremonies, which are found in separate units of competency.

This unit applies to celebrants, and to different types of ceremonies, both public and private.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Prepare for ceremonies	1.1 Organise running sheet and document specific stage directions, tasks and resources for different ceremony stages

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	1.2 Rehearse and review own ceremony presentation in advance of the ceremony based on review of prepared ceremony 1.3 Organise and conduct rehearsals with others according to plans and agreements with clients 1.4 Identify and organise strategies to prepare other participants when there is no rehearsal 1.5 Identify and respond to any problems in consultation with the client 1.6 Obtain, prepare and confirm ceremony resources and requirements, according to agreed ceremony plans 1.7 Complete ceremony preparations according to the agreed scope of the celebrant's role
2. Present ceremonies	2.1 Liaise with other service providers at the ceremony to support smooth running of ceremony 2.2 Organise the gathering to minimise distractions, within the constraints of the venue, occasion and client needs 2.3 Facilitate and lead the orderly progression of the ceremony according to the ceremony design and provide clear directions as required 2.4 Prepare self for ceremony presentation and use techniques for overcoming performance anxiety 2.5 Apply presentation, ceremonial delivery and performance techniques suited to the occasion, venue and audience and as agreed with the client 2.6 Enhance the ceremony through use of resources and aids 2.7 Adapt presentation to suit the size and nature of the venue and to match audience characteristics 2.8 Interact effectively with participants and the audience to engage them in the ceremony as agreed with client 2.9 Respond flexibly to unexpected events in ways that maintain the flow and integrity of the ceremony
3. Evaluate ceremonies	3.1 Seek client feedback, and take advice on presentation and performance to continuously improve service 3.2 Establish and action strategies to observe and listen critically to own ceremonial delivery 3.3 Continuously evaluate ceremonial delivery for technical strengths and weaknesses 3.4 Access and use celebrant support services and professional development opportunities in response to evaluation

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	3.5 Use collaboration as a tool to develop, maintain and improve own skills and resources 3.6 Document evaluation outcomes and use to enhance future practice

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL004 Prepare for, present and evaluate ceremonies		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCEL004 Prepare for, present and evaluate ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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 and documented pre-ceremony planning forms and checklists for at least 3 ceremonies
- presented at least 3 rehearsals and at least 6 ceremonies, to include at least 3 of the following
    - engagement
    - a baby naming or blessing
    - birthday
    - anniversary (wedding or other)
    - graduation celebration or party
    - mother’s day or father’s day celebration
- presented ceremonies for audiences of varying size, including at least one for an audience of over 20 people
- presented ceremonies requiring the use of public address (PA) equipment on at least 2 occasions
- used the following public speaking, presentation and performance techniques in ways that are appropriate to the occasion, the participants and the audience:
    - pacing to ensure audience understanding
    - non-verbal communication:
        - eye contact
        - gesture
    - use of voice:
        - clarity
        - projection

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        - tone
        - pitch
        - volume
- presented ceremony content that includes:
    - 3 different styles of poetry
    - 3 different styles of music lyrics
    - explanation of 3 different symbols to the audience
- completed a process of evaluation for 6 ceremonies and identified and documented things that went well and potential areas of improvement in planning, preparation and delivery.

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, state/territory, local) for the conduct of ceremonies, and how these apply in individual practice:
    - codes of practice requirements
    - duty of care
    - privacy, confidentiality and disclosure
    - records management
    - work health and safety (WHS), in relation to
        - basic hazard identification and risk management procedures
        - hierarchy of control and its application in risk management
        - processes for raising WHS issues, reporting hazards, incidents and injuries and WHS issue resolution
        - potential emergency situations, alarms and signals and appropriate response
- ceremony preparation considerations:
    - rehearsals, what and who they need to involve
    - preparation for different types of resources and props
    - pre-ceremony liaison with clients
- components of ceremony delivery, including:
    - the warm-up or group bonding
    - welcome, introduction
    - statement of purpose

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    - story telling or reflection
    - symbols or rituals
    - focusing on the transition
    - the promises (given and assumed)
    - inspiration and preparation for the next stage
    - group affirmation and support
    - conclusion, after-ceremony refreshments
- stage management aspects of ceremony delivery:
    - personal presentation and dress
    - position and elements (such as seating and props) of the ceremony space and its relation to all present
    - the positioning of celebrant
    - features, use, limitations and hazards of equipment to enhance ceremony delivery (for celebrant and other participants):
        - sound equipment
        - elevated stage
        - lectern
        - lighting
        - altar
- public, speaking, presentation and performance techniques, and how and when these are used to engage, convey meaning, create atmosphere and enhance ceremonies:
    - preparing for performance – mentally, physically and socially
    - how to communicate central ideas of a message
    - non-verbal communication, including:
        - eye contact
        - gesture
        - avoiding distracting mannerisms or facial expressions
    - use of voice, including:
        - clarity
        - projection
        - tone
        - pitch
        - volume
    - self-care techniques, including:
        - posture

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        - fitness
- factors that affect audience engagement, including first impression and ways to engage and sustain audiences of different types
- techniques and routines used by celebrants to maintain and enhance presentation and performance skills, including:
    - vocal routines
    - fitness strategies
- techniques for managing pre-ceremony performance anxiety and other anxiety reducing activities
- ceremony evaluation techniques
- strategies to improve ceremonial presentations
- celebrant support services and professional development opportunities.

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:
    - documented pre-designed ceremonies
    - PA equipment
- modelling of industry operating conditions, including:
    - ceremony participants
    - audience members (at least 1 audience of more than 20 people)
    - scenarios involving problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCEL005 Establish and maintain marriage celebrancy practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to determine the specific legal and ethical requirements for marriage celebrancy practice, create and maintain systems and resources, and maintain and improve skills and knowledge in marriage celebrancy.

This unit applies to individuals seeking to be registered as a Commonwealth-registered marriage celebrant by the Attorney-General's Department.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine legal and ethical requirements for marriage celebrancy practice	1.1 Identify and access sources of authoritative information on the legal and ethical requirements for the establishment and maintenance of a marriage celebrancy practice 1.2 Review and collate current information that supports professional practice as a marriage celebrant 1.3 Identify systems and resources required to meet legal requirements from evaluation of information
2. Create and maintain marriage celebrancy systems and resources	2.1 Organise resources required to support marriage celebrancy work 2.2 Create and document systems and procedures that support adherence to legal requirements and the Code of Practice for marriage celebrants 2.3 Ensure administrative systems and supplies are in place to support completion, storage and registration of relevant documentation in accordance with legal requirements 2.4 Seek guidance from authoritative sources on establishment of systems and resources
3. Maintain and improve own skills and resources	3.1 Maintain currency of marriage celebrancy knowledge using authoritative information sources 3.2 Pro-actively identify and use professional development opportunities 3.3 Use feedback and reflection as the basis for practice improvement 3.4 Collaborate with colleagues as part of ongoing professional development 3.5 Integrate current and emerging ideas and technologies into own practice and resources

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL005 Establish and maintain marriage celebrancy practice	CHCCEL402A Establish and maintain knowledge of legal responsibilities of a marriage celebrant	This version was released inCHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCEL005 Establish and maintain marriage celebrancy practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used critical thinking skills to identify, review and collate information from authoritative sources about requirements for marriage celebrancy practice
- developed and documented an outline of the systems and procedures, and the associated costs, required to support a marriage celebrancy practice in the context of legal requirements.

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:

- the marriage regulations and current resources developed by the Attorney-General's Department to support celebrants
- the roles and responsibilities of the government and government agencies, at both Commonwealth and state/territory levels, under marriage regulations
- the major sections of marriage regulations, including:
    - the legal definition of marriage in Australia
    - who may marry under Australian law
    - the requirements for a marriage to be valid
    - the grounds upon which a marriage could be declared void
    - the various offences under marriage regulations, and the related penalties
- the Code of Practice, contained in marriage regulations, including understanding the legal requirements of the Code of Practice, such as the obligation to respect privacy and confidentiality

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- current resources developed by the Attorney-General's Department to support celebrants, including how these resources can be used to assist a celebrant in their best practice
- the links between marriage regulations (including the Code of Practice) and current resources
- the purpose of marriage, and its evolution historically as it applies to marriage in Australia
- Commonwealth anti-discrimination laws, as well as those in each state and territory
- *Statutory Declarations Act 1959*, including knowledge of responsibilities in accepting a Commonwealth statutory declaration
- *Migration Act 1958*, including:
    - broad understanding of immigration laws relating to marriages contrived to gain permanent residency
    - knowledge of how to respond to a request from a couple to verify their intent to marry to the Department of Immigration and Border Protection
    - potential conflict of interest issues, where a celebrant is also a registered migration agent

Copyright Act 1968, including:

- understanding of who (the celebrant or the couple) is responsible for obtaining any copyright licences or permissions
- understanding of the difference between copyright licence and copyright insurance
- awareness of the Copyright Agency Limited (CAL) and Celebrant Group Copyright Licence available via most celebrant associations
- Australian Consumer Law, including:
    - understanding obligations to consumers relevant to operating as a marriage celebrant
    - identifying and accessing resources to assist marriage celebrants to understand and comply with obligations to consumers
- Australian defamation laws
- local government requirements that impact on ceremonies – requirements relating to the use of parks and gardens as wedding venues
- the requirements of the Marriage Celebrants Program:
    - categories of marriage celebrant, the differences between each category and the legal responsibilities, rights and duties of each category
    - Register of Marriage Celebrants
    - requirements for registration as a Commonwealth marriage celebrant
- application form and process of consideration of applications and registration:

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    - fit and proper person criteria
    - qualification and skill requirements
    - conflict of interest provisions
    - administrative procedures and application registration fees that apply to making an application for registration as a Commonwealth marriage celebrant, and the availability and process to obtain exemption from the fee
- obligations of marriage celebrants, including:
    - notification obligations, such as change in contact details, and documents of notification, including the marriage celebrant register portal
    - the annual celebrant registration charge, the availability of, and process to, obtain exemption from the charge, and the consequences of non-payment
    - requirements for ongoing professional development for marriage celebrants, and the availability of, and process to, obtain exemption from this requirements
- performance reviews and the matters the Registrar of Marriage Celebrants must take into account in conducting a performance review
- circumstances in which disciplinary measures can be taken against a marriage celebrant
- disciplinary measures that may be taken against a marriage celebrant
- review process for disciplinary decisions of the Registrar of Marriage Celebrants
- complaints against marriage celebrants and the operation of the complaints process
- records that the Registrar must keep in relation to each marriage celebrant
- the methods available for a marriage celebrant to identify and maintain up-to-date information, resources and support services to support professional celebrancy practice.

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 legislative information and Code of Practice.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCEL006 Interview clients and plan marriage ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess client eligibility to marry, provide required information to couples, and plan marriage ceremonies consistent with legal requirements of marriage regulations.

This unit applies to individuals seeking to be registered as a Commonwealth marriage celebrant by the Australian Government Attorney-General's Department.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assess eligibility of clients to marry under Australian law	1.1 Obtain information from the couple that informs assessment of eligibility of a couple to marry 1.2 Obtain documentation to be sighted by the celebrant according to profile and age of the couple 1.3 Identify situations beyond scope of own current knowledge and use authoritative sources of celebrancy advice and guidance 1.4 Identify situations where services of translator or interpreter may be required, advise couple, and take action accordingly 1.5 Confirm for the couple whether the couple may marry under Australian law
2. Provide information on legal documentation requirements	2.1 Explain documentation requirements and processes to marrying couples, including systems and processes to ensure privacy of marrying couples' records 2.2 Discuss with the couple options for presentation of documentation other than legal documentation and agree on format and style of presentation
3. Provide information about relationship services	3.1 Explain the purpose of the marriage celebrant's obligation to provide information about family relationship services under section 39G of the *Marriage Act 1961* 3.2 Provide marrying couples with information about availability of relationship education services in accordance with the Code of Practice 3.3 Maintain current information about family relationship services and local support services
4. Assist couple to plan marriage ceremony within legal requirements	4.1 Explain legal requirements of marriage ceremony to clients and/or potential marrying couples and respond to situations posing potential legal challenges using authoritative sources 4.2 Provide marriage ceremony advice to couple about legal requirements of marriage regulations, the Code of Practice and other relevant legislation 4.3 Offer the couple presentable and well maintained marriage ceremony resources 4.4 Offer practical assistance with ceremony planning in accordance with agreed scope of services and Code of Practice 4.5 Provide advice and assistance on marriage ceremony planning that is suited to the purpose and significance of the marriage ceremony, values, ideals and social and cultural contexts

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	4.6 Identify with the couple whether rehearsal is needed and support rehearsal planning and conduct 4.7 Ensure that civil ceremony vows are written in accordance with legislative requirements in section 45(2) and that legislative requirements of section 46 of the Marriage Act will be met 4.8 Ensure that religious marriage ceremony has the approval of the relevant authority and that the words from section 46 of the Marriage Act will be included where Commonwealth-registered marriage celebrant is conducting the marriage ceremony
5. Complete pre-marriage documentation	5.1 Obtain and/or prepare marriage stationery as agreed with couple and in accordance with the legal requirements 5.2 Sight documentation required by the Marriage Act prior to solemnisation of the marriage 5.3 Review all required documentation and ensure it is accurately completed for signing

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL006 Interview clients and plan marriage ceremonies	CHCCEL403A Develop an effective relationship with a marrying couple	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCEL403A/CHCCEL404A. Significant changes to the elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	
CHCCEL006 Interview clients and plan marriage ceremonies	CHCCEL404A Plan a marriage ceremony in line with legal requirements	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCEL403A/CHCCEL404A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCEL006 Interview clients and plan marriage ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- conducted first interviews, assessed eligibility and provided information according to legal requirements for clients presenting with diverse circumstances, that individually or cumulatively include each of the following scenarios
    - neither party has been married previously
    - at least 1 party has been married previously
    - at least 1 party does not speak or read English
    - at least 1party was born outside of Australia
    - at least 1 party lives outside of Australia
    - the parties wish to get married in less than 30 days
    - and at least 3 of the following scenario: at least 1 party presents a legal impediment to the proposed marriage
- prepared accurate pre-ceremony documentation for at least 3 ceremonies according to legal requirements, including Notice of Intended Marriage form, Declaration of No Legal Impediment to Marriage form, Official Certificate of Marriage, Form 15, and Record of Use form
- created required legal wording for at least 5 unique marriage ceremonies of varying duration, ensuring the marriage is valid under Australian law, where
    - each ceremony has different wedding vows incorporating the legal wording for vows
    - at least 1 ceremony where delivery will raise marriage law issues, such as where an interpreter must be used or another person will be centrally involved in the ceremony.

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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 requirements under marriage regulations that impact marriage ceremony planning and preparation:
    - what marriage is under Australian law
    - who may marry
    - requirements for a valid marriage
    - instances in which marriage may not take place, for example surprise marriages
    - requirements in the case of marriages in which one party is aged between 16 and 18
    - when and where marriages may take place
    - requirements for use of interpreters
    - requirements for those coming to Australia from overseas to marry
    - requirements for shortening of time for notice of an intended marriage
    - requirements for witnesses to the marriage
    - offences under the Marriage Act relating to marriage ceremony planning and preparation
    - legal content required in a marriage ceremony
    - legal differences between a religious and a non-religious (or civil) marriage ceremony
    - legal differences between requirements for ministers of religion and those marriage celebrants who are not
    - requirements of the Code of Practice relating to marriage ceremony planning and preparation
    - process for transferring responsibility where original celebrant unavailable
- legal requirements under the marriage regulations relating to marriage stationery and the completion of forms:
    - requirements relating to marriage stationery, including where to obtain
    - requirements for completing and retention of forms
    - correct recording of names on marriage documents, including names:
        - by common usage
        - where person was born overseas, and
        - used after a previous marriage

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    - correct completion of Notice of Intended Marriage, including witnessing of signatures on the Notice of Intended Marriage
    - what can be used as evidence of the:
        - date and place of birth of parties to a proposed marriage (evidence required when parties born in Australia and born overseas)
        - end of a previous marriage of a party to a proposed marriage (evidence required for previous marriages conducted in Australia and overseas)
        - identity of parties to a proposed marriage
    - use of statutory declarations in place of evidence
    - correct completion of Declarations of No Legal Impediment to marriage
    - documents required to be given to marrying couples
- legal and ethical considerations beyond the Marriage Act impacting on marriage ceremony planning and preparation:
    - conflict of interest issues relating to marriage ceremony planning and preparation
    - insurance requirements:
        - public liability
        - professional indemnity
    - copyright and intellectual property
    - privacy, confidentiality and disclosure
    - registration requirements in states and territories, including the procedures and processes of state/territory Registrars of Births, Deaths and Marriages
    - use of public spaces
    - work role boundaries – responsibilities and limitations
    - work health and safety
- information that must be provided to a marrying couple about family relationship services:
    - purpose and the importance of the obligation to provide couples with information concerning family relationship services
    - what information must a marriage celebrant have about marriage and relationship education services
    - maintenance of the currency of this information
    - proper role of the marriage celebrant
    - special provisions for ministers of religion and relationship with the Code of Practice
    - conveying this information to couples – when and how to do it
- marriage celebrant obligations in assisting a couple with marriage planning:

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    - legal requirements for marriage ceremony content and how to ensure these are covered
    - marriage celebrant role in supporting the social, cultural and legal significance of marriage, and the importance of marriage and the marriage ceremony
    - role of the celebrant when other religious organisations are involved
- cultural rights, multicultural contributions, and the place of the arts in culture in marriage ceremonies
- potential considerations when religious circumstances or sensitivities may apply
- importance of marriage ceremony and ritual in community and family life
- marriage celebrant involvement in marriage ceremony planning:
    - scope of involvement based on client preference
    - practical assistance – scheduling, venue considerations and limitations
    - need for provision of varied, presentable and well-maintained ceremony resources
    - rehearsal planning and conduct
- marriage celebrant involvement in marriage ceremony creation and types of advice that may be provided:
    - use of ritual – kind of ritual, placement of ritual, appropriateness of ritual
    - use of symbols – kind of symbols, placement of symbols, appropriateness of symbols, development of resources
    - choice and use of readings, poetry, prayers, religious readings, visiting speakers, special participants, music – development of resources
    - involvement of family or friends
    - participation of other people – ensuring legal requirements are met
- structure and flexibility of an Australian civil wedding ceremony:
    - processional and entrance
    - welcome and introduction
    - monitum
    - reading and ritual
    - asking
    - vows
    - ring exchange
    - declaration of marriage
    - signing
    - presentation of married couple
    - final announcements

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    - conclusion and recessional
- how to respond to common problems and issues that marriage celebrants face:
    - current and prospective spousal visas
    - refugee related issues
    - second marriage requests where couple do not wish for parents/family/friends to know
    - second marriage requests where the couple have been married overseas and cannot provide evidence of their marriage or are unsure of the validity of their marriage under Australian law
    - elopements
    - unusual or special request weddings
    - legitimacy of documents presented
    - issues of consent related to:
        - known mental illness
        - accident and/or age-related memory loss (marriages of older couples)
        - persons with impairment or intellectual disabilities
        - possible coercion
        - alcohol and other drugs, intoxication issues
    - dealing with aggressive and/or perfectionist couples or couples wanting offensive content
- wedding stationery requirements, different options for creation and presentation.

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:
    - legislative information on marriage
    - pre-ceremony marriage documentation
    - client information on which interviews and ceremony preparations are based
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people
    - scenarios that involve problem-solving.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCEL007 Prepare for, present and evaluate marriage ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to finalise pre-ceremony arrangements, present and review marriage ceremonies consistent with legal requirements of marriage regulations.

This unit applies to individuals seeking to be registered as Commonwealth marriage celebrants by the Australian Government Attorney-General's Department.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Finalise pre-ceremony arrangements	1.1 Confirm Notice of Intended Marriage forms have been received according to legal requirements and provide advice to couple about applying for shortening of time when required 1.2 Ensure that Declaration of No Legal Impediment to marriage forms are signed by both parties prior to the ceremony 1.3 Prepare and check 3 marriage certificates prior to ceremony with accurate, legible and complete information consistent with the Notice of Intended Marriage 1.4 Confirm marriage ceremony, venue and time arrangements with the marrying couple, ensuring other arrangements at the venue will not interfere with planned marriage ceremony 1.5 Confirm roles of marriage ceremony participants and/or other service providers 1.6 Identify special needs of marriage ceremony participants and/or other service providers, including interpreters 1.7 Establish working relationships with other service providers prior to commencement of marriage ceremony within scope of agreed celebrant role
2. Make on site preparations	2.1 Apply Code of Practice in relation to arrival times and standard of personal presentation at the event 2.2 Check that planned arrangements are in place and that other aspects of the event will not interfere with the marriage ceremony requirements 2.3 Confirm the presence of witnesses and location for completion of documentation 2.4 Identify where problems may occur, and respond in consultation with the marrying couple or their nominated representative
3. Present marriage ceremonies within legal requirements	3.1 Ensure appropriate placement of marriage celebrant during the ceremony particularly in relation to other people participating 3.2 Facilitate orderly progression of ceremony as agreed with marrying couple 3.3 Present marriage ceremony accurately and professionally in line with plan agreed with marrying couple and in keeping with religious or non-religious context 3.4 Ensure marriage ceremony is audible to the audience

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	3.5 Use resources and techniques as agreed with marrying couple to enhance the significance and symbolism of the marriage ceremony in line with values and ideals of the couple
4. Manage marriage ceremony documentation	4.1 Ensure that all documentation (3 certificates of marriage) are correctly signed by the marrying couple and their witnesses 4.2 Check documentation and ensure that any omissions or errors are rectified in the presence of, and initialled by, the marrying couple and their witnesses 4.3 Present completed marriage certificate to one or both members of the couple as soon as possible after signing
5. Register the marriage	5.1 Maintain privacy, security and confidentiality of marrying couple documentation and communication 5.2 Accurately complete forms and procedures within specified timeframes for lodgement under the Marriage *Act 1961* 5.3 Forward documents to state/territory Registrar of Births, Deaths and Marriages after performing ceremony within legislated timeframe 5.4 Securely store documentation in suitable location relating to the marrying couple in accordance with legal requirements
6. Evaluate ceremonies	6.1 Seek feedback from the marrying couple about services provided 6.2 Reflect on own performance and services and identify areas of strength and those for potential improvement 6.3 Review efficacy of resources used and identify and act on potential improvements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL007 Prepare for, present and evaluate marriage ceremonies	CHCCEL405A Conduct and review a marriage ceremony in line with legal requirements	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCEL007 Prepare for, present and evaluate marriage ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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 for, presented, documented, registered and evaluated in writing, at least 5 marriage ceremonies in line with legal requirements and marriage celebrant Code of Practice, which must include:
    - ceremony involving a legal issue impacting the ceremony delivery, such as where another unauthorised person will be centrally involved or conducting the ceremony in conjunction with the celebrant
    - ceremony involving other presenters and performers
    - ceremonies with varying sized audiences including at least 1 of more than 20 people.

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 requirements under marriage regulations and the Code of Practice (contained in the regulations) that impact the conduct of marriage ceremonies:
    - use and role of interpreters
    - use of required wording
    - maintaining a high standard of service in professional conduct and practice
    - ensuring accuracy in the preparation of documents, and in the conduct of the marriage ceremony
    - ensuring personal presentation is of an appropriate standard for the marriage ceremony, and respecting the expectations of the parties in relation to the ceremony

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  - making efforts to ensure that the marriage ceremony is audible to all those present (using audio equipment, if required)
  - arriving at the venue for the marriage ceremony no later than the time agreed with the parties
  - where the marriage celebrant has agreed to perform more than 1 marriage ceremony on the same day:
    - ensuring that each couple receives a standard of service that meets their needs
    - being available at the venue at least 20 minutes prior to the agreed start time of the ceremony
  - ensuring that all relevant documents are completed and sent to the appropriate registering authority within 14 days after the marriage ceremony, as required by section 50 of the Marriage Act
  - accepting evaluative comment from the parties, and using any comments to improve performance
- legal requirements under marriage regulations that impact marriage documentation:
  - lodgement times for forwarding documentation to registering authorities
  - recordkeeping requirements in relation to:
    - what records must be kept
    - type of storage
    - duration of storage
    - celebrant role in storage when religious organisation keep records
    - religious registers
    - civil celebrant certificates
    - recordkeeping sheets
- registration requirements in the states and territories, including:
  - processes and procedures of state/territory Registrars of Births, Deaths and Marriages,
  - requirements to retain certain records
- common errors in documentation ceremony stagecraft, performance and evaluation techniques, specifically in relation to marriage ceremonies
- common issues that marriage celebrants may encounter during rehearsal and solemnisation of marriage, and approaches for responding, including:
  - working cooperatively with others, such as wedding venue staff, photographers, musicians, translators etc.
  - late arrival of bridal party or significant others
  - copyright issues related to the use of music

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    - alcohol and other drugs intoxication issues
    - serious health issues of the parties to the marriage and significant others
    - serious health or emergency issues that could prevent the celebrant from completing their contract with the couple
    - extreme nervousness – the bride or groom cannot articulate the wedding vows
    - interruptions before, during or after the ceremony
    - disruptions caused by animals, children, photography drones
    - extreme weather situations and concerns related to the safety of couple, guests, self and others (including work health and safety (WHS) issues)
    - unexpected failure of power or equipment
- processes and procedures of state/territory Registrars of Births, Deaths and Marriages, including the requirements for registration of the marriage and retaining of some records by the celebrant.types of errors in documentation, and how to avoid these:
- celebrant Code of Practice in relation to providing information to couples about how to make a complaint consistent with the Code of Practice
- role of registering authorities and ways to establish professional relationships
- role and importance of marriage service evaluation, including:
    - how to incorporate evaluation into marriage celebrant practice
    - techniques for obtaining feedback from clients
    - techniques and process for self-evaluation.

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:
    - legislative information
    - marriage documentation
    - documented pre-designed marriage ceremonies
- modelling of industry operating conditions, including:
    - ceremony participants
    - audience members (at least 1 audience of more than 20 people)
    - scenarios involving problem solving.

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

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Link

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CHCCEL008 Plan, present and evaluate funeral and memorial ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to address the specific needs of funeral and memorial ceremonies as a celebrant. It requires the ability to liaise with funeral industry personnel, and to develop, present and evaluate personalised ceremonies.

This unit applies to celebrants.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Plan funeral and memorial ceremonies	1.1 Accept referrals for funerals and memorials according to professional boundaries and protocols

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	1.2 Identify and confirm practical ceremony arrangements, requirements and limitations through liaison with funeral services and other personnel 1.3 Provide accurate and current information to clients about ceremony options 1.4 Use communication that acknowledges and respects client loss and grief issues
2. Develop personalised funeral and memorial ceremony content	2.1 Gather information about the deceased in a sensitive manner as a basis for ceremony content 2.2 Identify key loss and grief related issues required for input of the celebrant at various points in the ceremony. 2.3 Reflect on and use information provided about the deceased to develop ceremonial elements 2.4 Develop eulogy or integrate life story into ceremony based on client wishes and information 2.5 Refine and finalise content in consultation with client 2.6 Identify and organise required resources
3. Present funeral and memorial ceremonies	3.1 Liaise with other service providers at the ceremony to support smooth running of ceremony 3.2 Facilitate and lead the orderly progression of the ceremony according to the ceremony design and provide clear directions as required 3.3 Present the ceremony as agreed using presentation techniques suited to the nature of the occasion 3.4 Include ceremony participants according to agreed ceremony arrangements
4. Evaluate funeral/memorial ceremonies	4.1 Seek feedback from clients at an appropriate time about services provided 4.2 Reflect on own performance and services and identify areas of strength and potential improvement 4.3 Document evaluation outcomes and use to enhance future practice

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Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCEL008 Plan, present and evaluate funeral and memorial ceremonies		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCEL008 Plan, present and evaluate funeral and memorial ceremonies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- planned, and evaluated at least 4 different ceremonies, including both funerals and memorials
- written and evaluated at least 4 eulogies
- presented funeral or memorial ceremonies using presentation techniques suited to those ceremonies for at least 2 of the following situations, including the delivery of at least 1 eulogy
    - death of a young person
    - an unexpected accidental death
    - an older person.

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 for the conduct of funeral and memorial ceremonies, and how these apply in individual practice
    - codes of practice, including professional funeral services industry parameters and protocols in dealing with the bereaved and the deceased
    - duty of care
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
        - funeral celebrant role in the ceremony and civil celebrant role in providing an inclusive ceremony

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        - roles and responsibilities of funeral services personnel and external contractors and agencies and working within these
        - potential differences between the celebrant's role in funerals and memorial services
- history, current practices and changing attitudes to dying and death care in Australia
- physiology of dying and death – basic processes and time frames
- the process of how a person is treated from the point of death until burial or care/dispersal of their remains/ashes, if the body is cremated, and relationship with the celebrant's involvement
- social, religious and cultural differences and traditions that impact on funeral and memorial ceremonies, including
    - burial and interment
    - disposal of human remains
    - traditions related to loss and grief
- historical, current and emerging options that families have for
    - preparing for and dealing with death
    - place and timing of the ceremony
    - disposal of the body
- challenges in working with bereaved families and friends and defence mechanisms of the bereaved, differing perceptions and experiences of the deceased, dealing with unfinished business, offering support and hope whilst honouring the loss and grief of the bereaved, for both close family, friends and others
- different structures and features of funeral and memorial ceremonies, including
    - burial
    - interment
    - cremation
    - entombment
    - placing or scattering of ashes
    - committal style
- types of practical considerations for funeral ceremonies, including
    - potential time restrictions and options
    - venue constraints and options
    - requirements for communication with funeral services personnel
- resources used when conducting funeral/memorial ceremonies to bring consciousness to the sense of loss and thankfulness for the life lived
    - poetry and prose (secular and religious)

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    - the placing of special personal effects with the deceased
    - photographs
    - use of music
    - audiovisual
    - choice and placement of flowers
    - use of lighting
    - placement of candles
    - inclusion of other speakers or readers
    - ceremony programs
- ways to use the ceremony to celebrate and honour the life of the deceased
- public speaking and presentation techniques, and how these may be used and adapted for funeral and memorial services
- role and importance of evaluation, including:
    - how to incorporate evaluation into practice
    - techniques for obtaining feedback from clients
    - techniques and process for self-evaluation
- importance of self-care, and self-care strategies.

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 information about the deceased
- modelling of industry operating conditions, including groups of people to whom the ceremony/memorial is delivered.

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

Link

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CHCCOM001 Provide first point of contact

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to greet clients and exchange routine information, to prioritise the individual's needs, and to respond to immediate needs.

This unit applies to service delivery in all community services and health contexts. Workers at this level work under supervision with limited responsibility.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Greet and observe people	1.1 Listen to and greet people accessing service in a pleasant, respectful and accepting way

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	1.2 Respond to distressed people in a relaxed and calm manner and seek assistance as required 1.3 Respond appropriately to diverse people and behaviour in line with organisation requirements 1.4 Discuss any concerns or problems with supervisor
2. Follow organisational procedures to collect routine client information	2.1 Collect and document identifying information in accordance with organisation and confidentiality requirements 2.2 Discuss reasons for contact with the service 2.3 Explain and uphold rights and responsibilities of the client and confirm understanding
3. Identify priority of need	3.1 Identify urgency and nature of need and refer in accordance with organisation guidelines 3.2 Identify and respond to issues of personal safety for self, clients and others in accordance with organisation procedures and scope of own role 3.3 Recognise situations beyond the scope of role and seek assistance
4. Provide service information	4.1 Provide client with current, relevant and culturally appropriate service information 4.2 Assist clients to contact other agencies or services as appropriate to obtain further information 4.3 Ask the client if information needs have been met and provide further assistance if required

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM001 Provide first point of contact	CHCCS308B Provide first point of contact	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCCOM001 Provide first point of contact	HLTCOM301C Provide specific information to clients	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCOM001 Provide first point of contact

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided information to 3 people presenting with multi-faceted needs
- collected and documented identifying information for 3 people accessing the service
- used communication and problem solving skills to respond appropriately to the behaviours of each of the following individuals at least once:
    - a person demonstrating aggressive behaviour
    - a person who is distressed
    - a person with a cognitive impairment

Knowledge Evidence

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

- factors to consider when providing information and service:
    - cultural background
    - language spoken
    - literacy levels
    - disability
- strategies and techniques for dealing with problems and challenging behaviours and situations, including:
    - aggressive or distressed behaviour
    - people with a cognitive impairment
- assertive communication and conflict avoidance techniques
- specific organisation or sector information:

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    - client needs addressed by organisation and the impact of multi-faceted needs on service delivery
    - role of the organisation
    - information recording and storage systems
    - service features
    - types of information provided
    - links with other service providers
    - service transition and exit procedures
- legal and ethical considerations:
    - collection and storage of personal information
    - privacy, confidentiality and disclosure
    - duty of care

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
- modelling of industry operating conditions and contingencies, including:
    - interactions with people and co-workers from a range of diverse backgrounds
    - interactions with people displaying aggression, distress and cognitive impairment
    - typical workplace reporting processes

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Communicate with clients and co-workers	1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues 1.2 Communicate in a manner that demonstrates respect, accepts individual differences and upholds rights 1.3 Represent the organisation appropriately and in accordance with communication policies and protocols 1.4 Provide information to clients and service providers in accordance with communication policies and protocols
2. Address communication needs	2.1 Recognise and support communication needs of clients, colleagues and external networks 2.2 Facilitate access to interpreter and translation services as required 2.3 Identify and address problems and communication barriers 2.4 Defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with organisational requirements 2.5 Seek and respond to feedback on the effectiveness of communication with clients, colleagues and external networks
3. Facilitate meetings	3.1 Develop an agenda and list of invited participants in consultation with appropriate people 3.2 Communicate details of the meeting to the participants and other stakeholders in accordance with organisation communication protocols 3.3 Contribute to and follow objectives and agendas for meeting 3.4 Provide opportunities to fully explore all relevant issues and provide relevant information 3.5 Use strategies that encourage all members to participate equally, including seeking and acknowledging contributions from all members

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	3.6 Implement strategies to ensure the specific communication needs of individuals within the meeting are identified and addressed 3.7 Facilitate the resolution of conflict between participants 3.8 Minute or record meeting in accordance with organisation requirements 3.9 Evaluate meeting processes and identify lessons learned or opportunities for improvement

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM002 Use communication to build relationships	CHCCOM403A Use targeted communication skills to build relationships	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- obtained feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately
- prepared 3 types of written correspondence in accordance with organisation communication protocols
- facilitated resolution of 1 difficult situation with a client, colleague or service provider
- facilitated 1 meeting around a workplace issue

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation communication policies and protocols
- different communication styles and techniques, and how they impact on interpersonal communication, including:
    - strategies for effective interpersonal communication
    - person centred and rights based approaches
    - cross-cultural communication protocols
    - non-verbal communication cues
    - group processes and dynamics

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    - motivational interviewing versus coercive approach
    - collaboration versus confrontation
- communication strategies to:
    - build and maintain relationships and trust
    - facilitate workplace meetings
    - negotiate for optimal outcomes
    - deliver business presentations
    - address barriers
    - solve problems and resolve conflict
- types of interpretation and translation services specific to the client group, and how to access them
- factors that commonly contribute to the development of communication barriers including high emotions, mistrust or misunderstandings
- professional relationship boundaries
- digital media and use in community services and health sector, including:
    - web
    - email
    - social media
    - podcast and videos
    - tablets and applications
    - newsletters and broadcasts
    - intranet
- written correspondence protocols and style guides, including letters, emails, minutes, case notes, reports

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 use of real workplace policies and procedures
- modelling typical workplace conditions, including:
    - interactions with clients and co-workers from a range of diverse backgrounds
    - facilitation of groups of at least 3 people
    - typical workplace reporting processes
    - interpreter and translation services where required

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- use of digital media

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

Link

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CHCCOM003 Develop workplace communication strategies

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to develop communication protocols for a team or business unit.

This unit applies to workers responsible for overseeing the communication of organisation-specific information to a range of internal and external stakeholders.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Develop communication strategies	1.1 Identify internal and external information needs 1.2 Identify competing or conflicting interests 1.3 Develop a range of communication strategies to meet organisation needs and goals 1.4 Develop a communication plan
2. Establish communication protocols	2.1 Identify processes for adapting communication strategies to suit a range of contexts 2.2 Develop processes and protocols in line with communication strategies 2.3 Prepare information and resources to support the implementation of communication protocols
3. Promote the use of communication strategies	3.1 Present information to staff regarding communication strategies, protocols and organisation standards 3.2 Model effective oral and written communication and provide mentoring and/or coaching to staff 3.3 Maintain work-related networks and relationships to meet organisation objectives
4. Review communication practices	4.1 Obtain feedback from others to assess communication outcomes 4.2 Record lessons learnt and identify opportunities for continuous improvement

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM003 Develop workplace communication strategies		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCOM003 Develop workplace communication strategies

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed and presented 1 new communication strategy and associated protocols for a business unit or team
- developed and implemented 1 strategy for using digital media to provide information and promote organisation to clients

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- political, economic, social and technological factors
- competitors
- stakeholders
- organisational business and strategic plans
- SWOT analysis (strengths, weaknesses, opportunities and threats)
- legal and ethical considerations relating to communication:
    - privacy, confidentiality and disclosure
    - discrimination
    - duty of care

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    - mandatory reporting
    - informed consent
- organisation communication channels, including:
    - special communication needs of personnel
    - organisation processes and hierarchy
    - official communication channels
    - existing organisation protocols and etiquette for communication
    - possible communication barriers, restraints, difficulties
- a range of different communication strategies and plans including crisis communication plans
- financial implications including budgeting and return on investment
- mentoring and coaching principles and practices
- traditional media
- digital media including types, etiquette and marketing
- evaluation processes

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 use of real workplace policies and procedures
- modelling typical workplace conditions, including:
    - interactions with clients and co-workers from a range of diverse backgrounds
    - presentations to groups of at least 3 people
    - typical workplace reporting processes
    - use of presentation media

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCOM004 Present information to stakeholder groups

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to apply high level communication skills in interactions with stakeholders.

This unit applies to all workers responsible for communicating organisation-specific information to a group of stakeholders. Stakeholder groups may be external or internal, including clients, service providers, colleagues or managers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 communication strategies for specific stakeholders	1.1 Analyse the target group, their needs and communication preferences

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	1.2 Research information relevant to the target audience 1.3 Select communication strategy for internal and external dissemination of information in line with organisation standards
2. Provide presentations to a range of groups and facilitate discussion	2.1 Develop presentations using technology and resources in line with organisation standards 2.2 Present information clearly and sequentially, with consideration to timelines and audience 2.3 Identify and address additional information needs of individuals 2.4 Respond to questions from the audience and encourage contributions to discussion 2.5 Monitor participation and input by group members
3. Resolve conflicts	3.1 Table divergent views and identify key issues and barriers to resolution 3.2 Use listening, reframing, questioning, providing feedback and negotiating to explore and clarify issues 3.3 Negotiate issues and barriers with stakeholders to facilitate mutually acceptable outcomes 3.4 Refer or follow escalation procedures to address unresolved issues or conflicts as required
4. Close the discussion	4.1 Confirm next steps and follow up requirements 4.2 Obtain feedback from stakeholders and/or colleagues and identify opportunities for improvement

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM004 Present information to stakeholder groups		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCCOM004 Present information to stakeholder groups

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- organised and facilitated 2 presentations to groups of internal or external stakeholders including responding to questions, divergent viewpoints and conflict

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation communication policies and procedures
- communication styles and techniques, including:
    - strategies for effective interpersonal communication
    - how communication style impacts on interpersonal communication
    - cross-cultural communication protocols
    - negotiation techniques
    - conflict resolution strategies and techniques
- group facilitation processes and techniques
- presentation techniques and use of appropriate media and technology

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 use of real workplace policies and procedures
- modelling typical workplace conditions, including:

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- interactions with clients and co-workers
- presentations to groups of at least 3 people
- typical workplace reporting processes
- use of presentation media

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCOM005 Communicate and work in health or community services

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Communicate effectively with people	1.1 Use verbal and non-verbal communication to enhance understanding and demonstrate respect 1.2 Communicate service information in a manner that is clear and easily understood 1.3 Confirm the person's understanding 1.4 Listen to requests, clarify meaning and respond appropriately 1.5 Exchange information clearly in a timely manner and within confidentiality procedures
2. Collaborate with colleagues	2.1 Listen to, clarify and agree timeframes for carrying out workplace instructions 2.2 Identify lines of communication between organisation and other services 2.3 Use industry terminology correctly in verbal, written and digital communications 2.4 Follow communication protocols that apply to interactions with different people and lines of authority
3. Address constraints to communication	3.1 Identify early signs of potentially complicated or difficult situations and report according to organisation procedures 3.2 Identify actual constraints to effective communication and resolve using appropriate communication strategies and techniques 3.3 Use communication skills to avoid, defuse and resolve conflict situations
4. Report problems to supervisor	4.1 Comply with legal and ethical responsibilities and discuss difficulties with supervisor 4.2 Refer any breach or non adherence to standard procedures or adverse event to appropriate people

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	4.3 Refer issues impacting on achievement of employee, employer and/or client rights and responsibilities 4.4 Refer unresolved conflict situations to supervisor
5. Complete workplace correspondence and documentation	5.1 Complete documentation according to legal requirement and organisation procedures 5.2 Read workplace documents relating to role and clarify understanding with supervisor 5.3 Complete written and electronic workplace documents to organisation standards 5.4 Follow organisation communication policies and procedures for using digital media 5.5 Use clear, accurate and objective language when documenting events
6. Contribute to continuous improvement	6.1 Contribute to identifying and voicing improvements in work practices 6.2 Promote and model changes to improved work practices and procedures in accordance with organisation requirements 6.3 Seek feedback and advice from appropriate people on areas for skill and knowledge development 6.4 Consult with manager regarding options for accessing skill development opportunities and initiate action

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM005 Communicate and work in health or community services	CHCCS411C Work effectively in the community sector	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS411C and HLTHIR301C. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCCOM005 Communicate and work in health or community services	HLTHIR301C Communicate and work effectively in health	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS411C and HLTHIR301C. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCOM005 Communicate and work in health or community services

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- demonstrated effective communication skills in 3 different work situations
- clarified workplace instructions and negotiated timeframes with 2 colleagues
- responded appropriately to 3 different situations where communication constraints were present
- completed 2 written or electronic workplace documents to organisation standards

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 in relation to communication:
    - privacy, confidentiality and disclosure
    - discrimination
    - duty of care
    - mandatory reporting
    - translation
    - informed consent
    - work role boundaries – responsibilities and limitations

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    - child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure
- sources of information and the application of legal and ethical aspects of health and community services work
- ethical decision making and conflicts of interest
- principles of effective communication, including models, modes and types
- communication techniques:
    - open ended questions, affirmations, reflections and summaries
    - difference between motivational interviewing and coercive approach
    - difference between collaboration and confrontation
- influences on communication:
    - language
    - culture
    - religion
    - emotional state
    - disability
    - health
    - age
- potential constraints to effective communication in health and community service contexts
- health and community services industry terminology relating to role and service provision
- importance of grammar, speed and pronunciation for verbal communication
- when and how to use and recognise non-verbal communication
- structure, function and interrelationships between different parts of the health and community service system
- organisation structure and different models to support optimum client service:
    - principles underpinning person-centred service delivery
    - principles of rights-based service delivery
    - different roles and responsibilities of team
    - characteristics of multi-disciplinary teams and how they are used
    - relationships between different members of the health and community services workforces
    - role of support services
    - links and interrelationships with other services

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    - funding environment
- digital media and use in community services and health sector, including:
    - web
    - email
    - social media
    - podcast and videos
    - tablets and applications
    - newsletters and broadcasts
    - intranet

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.

Link

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CHCCOM006 Establish and manage client relationships

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical error updated. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge to establish and manage professional one-to-one relationships with clients in the context of providing an ongoing health service or intervention.

This unit applies to community services or health workers who have defined responsibilities to work independently with clients within broad but established guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Establish professional relationship with the client	1.1 Establish relationship within appropriate professional boundaries 1.2 Build trust and respect through use of effective communication techniques 1.3 Identify and respond to client special needs 1.4 Communicate in ways that take account of cultural considerations 1.5 Exercise discretion and confidentiality
2. Manage client interactions	2.1 Use a collaborative and person centred approach when working with clients 2.2 Use motivational interviewing as a basis for client interactions 2.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 2.4 Support the client to identify and articulate key information that supports the provision of service 2.5 Encourage clients to voice queries or concerns and address these appropriately 2.6 Respond to difficult or challenging behaviour using established techniques 2.7 Maintain professional integrity and boundaries at all times 2.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral
3. Provide effective responses to client enquiries	3.1 Select the most appropriate mode of communication for the information being provided 3.2 Use language and terminology that the client will understand

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	3.3Present information clearly and with sufficient detail to meet client needs 3.4 Confirm with client that the information has been understood and address any unresolved issues

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM006 Establish and manage client relationships	HLTCOM404C Communicate effectively with clients	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCCOM006 Establish and manage client relationships

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Typographical error updated. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- established and managed client relationships and boundaries appropriately during the provision of services to 3 clients
- developed responses to 3 different situations involving difficult or challenging behaviour

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for establishing and managing client relationships and how these are applied:
    - privacy, confidentiality and disclosure
    - human rights
    - work role boundaries including:
        - responsibilities and limitations
        - appropriate sexual, physical and emotional boundaries
        - use of enquiry only as appropriate and necessary
        - awareness of potential client transference

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        - staying within area of expertise
- modes and techniques for effective communication, including:
    - active listening, questioning, clarifying, advising
    - empathy, trust and respect
    - appropriate verbal and non-verbal communication
    - use of communication aids
    - tone and presentation
- role of motivational interviewing during client interactions to facilitate:
    - client support
    - case taking
    - negotiation with client
    - education of client
    - information giving
- techniques for motivational interviewing:
    - attending skills, use of body language
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - normalising statements
- barriers and influences on communication and ways to respond:
    - language
    - culture
    - religion
    - emotional state
    - disability
    - health
    - age
    - presence of children and/or spouse
- techniques for dealing with difficult communication situations:
    - managing emotions
    - defusing anger

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    - clarifying the issues
    - maintaining composure and professional attitude
    - providing support
    - seeking assistance
- types of information that may be provided to clients as relevant:
    - appointment details, directions
    - costs and payment options
    - client options, service information, referral details
    - general health and self care information
    - service provider credentials or information

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL001 Establish and confirm the counselling relationship

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to use a structured approach to counselling to determine, establish and confirm the nature of the counsellor client relationship according to the agency's counselling model.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Use a structured approach to counselling	1.1 Analyse existing client information prior to commencement of counselling session

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	1.2 Use initial session to gather additional client information as a foundation for counselling process 1.3 Select and use communication techniques that support the initial counselling session objectives 1.4 Follow a structured approach to counselling based on client needs and expectations
2. Establish the nature of the helping relationship	2.1 Provide information that assists clients to understand the nature of the counselling service on offer 2.2 Clarify, confirm or modify client expectations of the counselling service 2.3 Identify client anxieties about the counselling process and explore with clients 2.4 Acknowledge and show respect for client's immediate concerns 2.5 Clarify both expectations and commitment to the counselling relationship and confirm with clients 2.6 Identify indicators of client issues beyond scope of own role and report or refer according to presenting issue and organisation requirements
3. Confirm the helping relationship	3.1 Explore options and approaches for the relationship with clients according to individual need 3.2 Agree priorities and develop a plan for counselling in collaboration with the client 3.3 Make documented agreement with the client that addresses disclosure and organisation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL001 Establish and confirm the counselling relationship	CHCCSL501A Work within a structured counselling framework	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.	Not equivalent

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Assessment Requirements for CHCCSL001 Establish and confirm the counselling relationship

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- conducted an initial session with at least 3 different clients presenting with different issues, to establish, confirm and document the nature of the helping relationship, including:
    - followed the structure and process of a counselling interview
    - developed counselling plans that include required:
        - safety or reporting issues
        - recording of clients own identified priorities
        - observations of client requirements
        - involvement of other agencies/referral information
        - special needs information
        - goals
        - evaluation strategies
    - used communication techniques, including:
        - effective use of body language
        - paraphrasing
        - reflecting feelings
        - open and closed questioning or probing
        - summarising
        - reframing.

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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 for the initial stages of counselling, and how these are applied in individual practice:
    - codes of conduct/practice
    - contract requirements, formats for contracts and key information for inclusion in a counselling contract
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations of the counsellor role
    - work health and safety
- the counselling process, including:
    - what clients have a right to expect
    - principles of person-centred practice
    - purpose of counselling
    - how counselling has evolved as a helping relationship
    - place of counselling within the helping services
    - scope and nature of the counselling relationship, including professional limitations
    - impact of own values on the counselling relationship
- counselling planning, its scope, and techniques for creating a counselling plan, including requirements for:
    - safety or reporting issues
    - recording of clients own identified priorities
    - observations of client requirements
    - involvement of other agencies/referral information
    - special needs information

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    - goals
    - evaluation strategies
- communication techniques, including:
    - effective use of body language
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
- types of issues with which clients may present, the extent to which these fall within the counselling scope of practice, and options for referral, including for:
    - alcohol and other drugs
    - domestic and family violence
    - financial difficulty
    - homelessness
    - mental illness
    - problem gambling.

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 template documentation for counselling agreements
- modelling of industry operating conditions, including scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL002 Apply specialist interpersonal and counselling interview skills

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to use advanced and specialised communication skills in the client-counsellor relationship.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Communicate effectively	1.1 Identify communication barriers and use strategies to overcome these barriers in the client-counsellor relationship

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	1.2 Facilitate the client-counsellor relationship through selection and use of micro skills 1.3 Integrate the principles of effective communication into work practices 1.4 Observe and respond to non-verbal communication cues 1.5 Consider and respond to the impacts of different communication techniques on the client-counsellor relationship in the context of individual clients 1.6 Integrate case note taking with minimum distraction
2. Use specialised counselling interviewing skills	2.1 Select and use communication skills according to the sequence of a counselling interview 2.2 Identify points at which specialised counselling interviewing skills are appropriate for inclusion 2.3 Use specialised counselling communication techniques based on their impacts and potential to enhance client development and growth 2.4 Identify and respond appropriately to strong client emotional reactions
3. Evaluate own communication	3.1 Reflect on and evaluate own communication with clients 3.2 Recognise the effect of own values and beliefs on communication with clients 3.3 Identify and respond to the need for development of own skills and knowledge

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCCSL002 Apply specialist interpersonal and counselling interview skills	CHCCSL502A Apply specialist interpersonal and counselling interview skills	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.	Not equivalent

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Assessment Requirements for CHCCSL002 Apply specialist interpersonal and counselling interview skills

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- interviewed at least 3 different clients using specialised interpersonal communication and counselling interviewing skills, including:
    - micro-skills and communication techniques, including:
        - attending behaviours – active listening,
        - reflection of content, summarising
        - questioning skills – open, closed, simple and compound questions
        - client observation skills
        - noting and reflecting skills
        - providing client feedback
    - specialised counseling interviewing skills, including:
        - challenging
        - reframing
        - focussing
- integrated clear case note taking into the interview process
- completed a structured process of self-reflection and evaluation of own communication used during the 3 interviews.

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 for communication in counselling practice, and how these are applied in individual practice:

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    - codes of conduct/practice
    - discrimination
    - duty of care
    - human rights
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations of the counsellor role
    - work health and safety
- principles of person-centred practice
- key objectives of counselling interviewing
- stages of a counselling interview
- potential impacts of using different communication skills and techniques in counselling contexts
- communication techniques and micro-skills including:
    - attending behaviours – active listening, reflection of content feeling, summarising
    - questioning skills – open, closed, simple and compound questions
    - client observation skills
    - noting and reflecting skills
    - providing client feedback
- specialised counselling communication techniques, and how they are used, including:
    - challenging
    - reframing
    - focusing
- components of the communication process including:
    - encoder
    - decoder
- primary factors that impact on the communication process including:
    - context
    - participants
    - rules
    - messages
    - channels

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    - noise
    - feedback
- communication barriers and resolution strategies, including:
    - environmental
    - physical
    - individual perceptions
    - cultural issues
    - language
    - age issues
    - disability
- mechanisms that enhance effective interpersonal communication
- observational techniques including:
    - facial expressions
    - non-verbal behaviour
    - posture
    - silence
- ways in which different people absorb information, including:
    - visual
    - auditory
    - kinaesthetic
- obstacles to the counselling process
- impacts of trauma and stress on the communication process, including on:
    - concentration and attention
    - memory
    - use of verbal and written language
    - use of body language
    - challenging within the counselling session
- self-evaluation practices, including:
    - how to recognise own biases
    - impact of own values on the counselling relationship.

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:

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- use of suitable facilities, equipment and resources, including client information
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
    - scenarios that involve problem solving.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL003 Facilitate the counselling relationship and process

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge to support clients to identify and work though concerns, and to manage the overall counselling process to its conclusion.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Support clients to identify concerns	1.1 Follow the client's story and stay with their perspective to assist the client to feel comfortable and express their concerns freely

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	1.2 Explore the client's presenting issues and establish their nature and depth, giving attention to the possibility of underlying issues 1.3 Identify and promptly deal with situations requiring immediate action 1.4 Support clients to identify their primary concerns in relation to the presenting issues and to prioritise concerns on which to work 1.5 Recognise indicators of client issues requiring referral and report or refer appropriately in line with organisation requirements
2. Support clients to work through concerns	2.1 Identify and work with uncertainty and ambivalence of clients 2.2 Support clients to experience and process difficulties 2.3 Draw attention to, and discuss parallels and links in client's experience as appropriate 2.4 Identify and implement interventions that have meaning for the client's immediate situation and that are most likely to facilitate client understanding and actions 2.5 Support client to identify and use known and previously unknown strengths 2.6 Explore perceptions of client's feelings by reflecting back, clarification and review 2.7 Assist clients to become aware of underlying issues where appropriate and begin to identify ways of dealing with them 2.8 Acknowledge and work with changes in client's life as appropriate
3. Monitor the counselling process	3.1 Monitor and review the counselling process with clients to ensure it remains of value 3.2 Proactively identify and work on threats and disruptions to the counselling process with clients 3.3 Review and compare own and client's perceptions of the process and provide suggestions and advice in response 3.4 Address any tension between client's hopes and expectations and the reality of resource limitations 3.5 Facilitate change at a pace the client can tolerate and assimilate 3.6 Recognise and assess the appropriateness of ending the current counselling 3.7 Acknowledge, value and work with individual uncertainty in the counselling relationship 3.8 Apply ethical codes of conduct in addressing counselling dilemmas

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4. Bring the counselling process to an end	4.1 Enable client to identify when the process is approaching its conclusion 4.2 Enable client to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and understanding 4.3 Use the ending process to enable client to understand the nature and impact of earlier issues 4.4 Use boundaries of the counselling relationship to assist the ending process 4.5 Plan, structure and contract endings appropriately with client 4.6 Support client's sense of autonomy during the ending process 4.7 Inform clients about any opportunities for further support 4.8 Identify unresolved issues and discuss further work if appropriate 4.9 Complete documentation and reporting according to organisation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL003 Facilitate the counselling relationship and process	CHCCSL503B Facilitate the counselling relationship	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and	Not equivalent

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		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.	

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Assessment Requirements for CHCCSL003 Facilitate the counselling relationship and process

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- facilitated the counselling process for at least 3 different clients with varying presenting issues, in at least 3 sessions per client
- facilitated client sessions using all aspects of the counselling process:
    - identifying concerns
    - working through concerns
    - monitoring the counselling relationship
- followed processes to bring the counselling process to an end on at least 2 occasions.

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 for the counselling relationship, and how these are applied in individual practice:
    - codes of conduct/practice
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients

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    - work role boundaries – responsibilities and limitations
    - work health and safety
- different agency and organisation models of counselling and intervention
- the counselling process, including:
    - what clients have a right to expect
    - principles of person-centred practice
    - purpose of counselling
    - how counselling has evolved as a helping relationship
    - place of counselling within the helping services
    - scope and nature of the counselling relationship, including professional limitations
    - impact of own values on the counselling relationship
- obstacles to the counselling process, including:
    - psychological
    - physical
    - economic
- indicators of needs requiring referral, and referral options
- structure of key stages of a counselling session, and techniques for managing each stage, including:
    - introduction and establishment of relationship
    - body (getting the client's story)
    - issues identification and exploration
    - options and plan for change
    - session closure
- self-awareness including:
    - role within the organisation
    - limits of competence and responsibility
    - personal strengths and limitations
    - individual needs for support and supervision
    - impact of own values and beliefs on capacity to be non-judgemental.

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 client information

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- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
    - scenarios that involve problem solving.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL004 Research and apply personality and development theories

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to research key concepts and constructs of theories of personality and human development, and link those to counselling practice.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Research theories of personality and human development	1.1 Identify and access sources of information on theories of personality and human development 1.2 Read and interpret information, distilling key themes and messages for counselling work 1.3 Document and organise information to support current and future practice
2. Link theories to own practice	2.1 Evaluate potential applications of personality and lifespan development theories in the counselling process 2.2 Analyse individual behaviour using theoretical concepts of personality and lifespan development 2.3 Assist clients to understand their personal history drawing on theoretical approaches 2.4 Draw on theories to address specific client issues and challenges
3. Update and maintain knowledge of theoretical trends	3.1 Identify and use opportunities to update and expand own knowledge of theory 3.2 Incorporate and integrate knowledge into own practice

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL004 Research and apply personality and development theories	CHCCSL504A Apply personality and development theories	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the	Not equivalent

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		2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.	

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Assessment Requirements for CHCCSL004 Research and apply personality and development theories

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used critical thinking skills to evaluate information from a range of sources about the following personality and development theories:
    - nature and nurture
    - genetic inheritance
    - lifespan development theories
    - Freudian concepts
    - Piaget's stages of cognitive development
    - Erikson's psychosocial stages
    - Maslow's hierarchy of needs
    - Bowlby's attachment theory
- integrated at least 3 of the above theories into counselling work with at least 3 different clients.

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:

- sources of information about personality and development theories
- historical, current and emerging personality and development theories, including the key concepts and application to counselling practice, for the following:
    - nature and nurture
    - genetic inheritance
    - lifespan development theories

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    - Freudian concepts
    - Piaget's stages of cognitive development
    - Erikson's psychosocial stages
    - Maslow's hierarchy of needs
    - Bowlby's attachment theory
- opportunities to update theoretical knowledge.

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:
    - client information
    - individualised counselling plans
- modelling of industry operating conditions, including :
    - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
    - scenarios that involve problem-solving.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL005 Apply learning theories in counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to apply theory underpinning behaviourism and social learning to formulate and monitor a program for behaviour change in a counselling context.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Research learning theories	1.1 Identify and access sources of information on learning theories 1.2 Read and interpret information, distilling key themes and messages for counselling work 1.3 Organise and record information to support current and future practice
2. Analyse behavioural outcomes of different modelling and reinforcement influences	2.1 Identify and analyse the impact of modelling influences in a client's environment to facilitate client change 2.2 Analyse individual responses to similar modelling and reinforcement 2.3 Analyse the effects of environmental differences and dysfunctional environments
3. Formulate a program for change in a counselling context	3.1 Identify change required to achieve identified outcomes and formulate and record a program for change 3.2 Apply stimulus and response techniques in counselling practice 3.3 Apply reinforcement approaches to support behaviour change 3.4 Develop a process for program monitoring, recording and intervention, according to individual client needs

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCCSL005 Apply learning theories in counselling	CHCCSL505A Apply learning theories in counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.	Not equivalent

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Assessment Requirements for CHCCSL005 Apply learning theories in counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used critical thinking skills to research and evaluate information from at least 3 different sources about 3 different learning theories
- integrated theoretical approaches to develop programs for behaviour change with at least 3 different clients.

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:

- overarching types of learning theories and their application to counselling practice, including:
    - behaviourism
    - cognitivism
    - constructivism
- principles and practices of at least 3 different specific learning theories
- applications of stimulus and response theory in counselling practice
- environmental impacts on behaviour, including:
    - major influences from childhood and impact of strength and duration
    - learning environments – family and school
    - functional and dysfunctional environments
    - pre-adolescent and adolescent peer group pressures/influences
- modelling and reinforcement influences and how they may affect behaviour
- features of and differences of operant and classical conditioning

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- learning theory supporting conditioning models
- principles and practices of reinforcement and consequences, including:
    - concept of schedule reinforcement – fixed and variable interval, fixed and variable ration
    - reinforcement techniques
    - reinforcement of specific behaviours.

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:
    - client information
    - individualised counselling plans
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
    - scenarios that involve problem-solving.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL006 Select and use counselling therapies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to select and use different counselling therapies to meet client needs.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues, within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Select counselling therapies	1.1 Analyse client needs, issues and desired changes to be addressed

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	1.2 Incorporate analysis of client's developmental status and response to change 1.3 Identify and consider co-existing issues in selecting courses of action 1.4 Interpret information about counselling therapies and determine their application, benefits and limitations in addressing client's needs, issues and goals 1.5 Identify and respond to own level of comfort and issues in relation to using identified counselling techniques 1.6 Select most appropriate counselling therapies for application in identified situations 1.7 Communicate details of therapies to be used with client using language the client understands and document in client records
2. Use counselling therapies	2.1 Use techniques according to the principles and application of selected therapies to assist clients 2.2 Combine techniques and processes from different therapies in an effective way 2.3 Use counselling skills appropriately in the context of each counselling modality and technique 2.4 Identify indicators of client issues requiring referral and report or refer according to organisation requirements
3. Evaluate use of counselling therapies	3.1 Evaluate use of techniques and therapies in the context of individual clients 3.2 Reflect on and review own role as counsellor and identify areas for future improvement 3.3 Maintain and enhance knowledge of emerging trends in use of counselling therapies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL006 Select and use counselling therapies	CHCCSL506A Apply counselling therapies to address a range of client issues	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.	Not equivalent

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Assessment Requirements for CHCCSL006 Select and use counselling therapies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- provided counselling to at least 3 different clients, cumulatively using at least 3 different counselling therapies, one of which must be cognitive behavioural therapy (CBT)
- provided counselling services, within scope of own role, addressing at least 4 of the following issues:
    - anxiety
    - family issues
    - grief and loss
    - parenting
    - pregnancy
    - relationship
    - self-esteem
    - social isolation
    - stress management.

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 for the use of counselling therapies, and how these are applied in individual practice:
    - codes of conduct/practice
    - discrimination
    - duty of care

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    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations
    - work health and safety
- issues and concerns with which clients may present, their characteristics and the types of counselling therapies that may be used in response, including:
    - anxiety
    - family issues
    - grief and loss
    - parenting
    - pregnancy
    - relationship
    - self-esteem
    - social isolation
    - stress management
- features of at least 5 counselling therapies (including CBT) including their:
    - historical development
    - terminology
    - underpinning concepts and principles
    - processes used in applications
    - benefits and limitations for different clients
    - roles of counsellor and client
- how different therapies may be combined to address particular needs
- indicators of client's issues requiring referral
- credible sources of information on counselling therapies and trends.

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:

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    - client information
    - individualised counselling plans
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
    - scenarios that involve problem-solving.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSL007 Support counselling clients in decision-making processes

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assist clients to clarify their goals, explore options and develop a course of action.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues, within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assist clients to clarify goals and requirements	1.1 Explain clearly to clients the policy on record-keeping and confidentiality

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	1.2 Encourage clients to identify and explore their aims, requirements and ideas 1.3 Assist clients to identify practical goals and requirements for these, and discuss with clients how goals might be modified based on client strengths 1.4 Identify situations where aims and requirements of clients cannot be met, and make referrals to alternative sources of guidance and support
2. Explore options with clients	2.1 Identify collaboratively potential courses of action for meeting individual aims and requirements 2.2 Identify and explore factors which could influence the preference for, and ability to achieve, a course of action 2.3 Determine and explore features and likely consequences of possible courses of action 2.4 Check client's understanding of what is likely to be involved in each possible course of action
3. Support client to reach decisions	3.1 Assist clients to assess possible advantages and disadvantages of each possible course of action, and their appropriateness for meeting client requirements 3.2 Encourage clients to decide on a course of action and to consider alternatives which could be used, if necessary 3.3 Document decisions and agreed ongoing support within organisation guidelines

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL007 Support counselling clients in	CHCCSL507B Support clients in	This version was released in CHC	Not equivalent

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decision-making processes	decision-making processes	Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.	

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Assessment Requirements for CHCCSL007 Support counselling clients in decision-making processes

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked collaboratively to provide decision-making and action planning support to at least 3 clients
- demonstrated skills in working with 3 different decision-making models for the following:
    - identifying and exploring options
    - counselling process and methods
    - problem solving
    - action planning
    - documenting decisions.

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 for counselling, and how these are applied in individual practice:
    - codes of conduct/practice
    - discrimination
    - duty of care
    - human rights
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management

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    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations
    - work health and safety
- different agency and organisation models of counselling and intervention
- types of goals that may be set for different circumstances
- key concepts, principles and practices of 3 different decision-making models
- obstacles to decision making and planning in the counselling context
- problem solving and action planning techniques in the counselling context
- referral options.

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 client information
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
    - scenarios that involve problem-solving.

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

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM001 Facilitate goal directed planning

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work collaboratively with clients to plan and make informed decisions for ongoing provision of services and resources aimed at maximising and enhancing their independence and quality of life.

Workers at this level will demonstrate autonomy, well-developed judgement, adaptability and responsibility and are typically already experienced in working intensively with clients with complex and diverse needs.

This unit applies to work in a broad range of health and community service sector contexts where a high level of collaborative planning skills and knowledge is required to develop a plan based on needs that have been pre-determined in an assessment processes.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Undertake planning to address identified client needs and goals	1.1 Collaborate with the client to identify realistic and relevant goals as a basis for planning 1.2 Plan with the client preferences for addressing identified goals and needs and document in line with organisation requirements 1.3 Build on client's strengths and abilities to address the needs identified in the plan 1.4 Recognise and respect the client's right to self-determination within legal parameters 1.5 Support the client to make informed decisions regarding their plan that reflect understanding of their current situation, likely future situation and ensuing needs 1.6 Investigate range of options available to address client-identified needs and achieve their goals 1.7 In conjunction with client, structure a range of services in a manner that builds on and strengthens natural supports 1.8 Devise alternative strategies to meet identified client needs when specific services are not available 1.9 Provide the client with cost details and work with them to ensure plan is sustainable in relation to costs, access and availability 1.10 Identify work health and safety (WHS) risks and plan for their management 1.11 Write plan in the client's own words that clearly identify all tasks and who is responsible for performing them

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2. Collaborate with others to develop and communicate plan	2.1 Work in collaboration with appropriate professionals and organisations to provide services to maximise the client's potential for achieving their goals and needs 2.2 Explain roles, rights and responsibilities of client and service providers and ensure they are clearly written into the plan 2.3 Maximise involvement of the client and other relevant people in planning processes and decision making 2.4 Consult and coordinate with other service providers to plan for complex situations 2.5 Establish and maintain communication strategy and processes to ensure effective implementation of the plan 2.6 Share information between organisations and support maintenance of updated information to all organisations involved
3. Respond appropriately to diversity	3.1 Confirm planning for culturally and linguistically diverse (CALD) and Aboriginal and/or Torres Strait Islander clients is culturally sensitive and appropriate 3.2 Provide appropriate interpreter support in line with organisation protocols 3.3 Work in conjunction with ethno-specific and multicultural organisations and Aboriginal and/or Torres Strait Islander communities and organisations by involving representatives in the planning processes, according to client’s needs
4. Respond appropriately to clients with different levels of need including those with complex needs	4.1 Facilitate access to planning for clients in complex situations or with different levels of need 4.2 Maintain and promote inter-organisation relationships and agreements to address the client, their family and/or carer needs 4.3 Include in the plan opportunities to build on the client's strengths and motivation to improve their quality of life
5. Monitor implementation of client plan	5.1 Regularly monitor planned services, support and resources against client-identified goals to ensure effective implementation of their plan

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	5.2 Communicate with client to support disclosure of information in regard to delivery of services and resources in line with their plan 5.3 Maintain collaborative relationships with clients, carers, their natural supports and other service providers 5.4 Identify any problems with plan implementation promptly and make adjustment as necessary to best meet the client's needs and preferences 5.5 Adjust the plan as necessary following reassessment of risks and needs 5.6 Document and report any variations to the plan in line with organisation requirements and communication strategy

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM001 Facilitate goal directed planning	CHCCM702B Implement goal directed care planning	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCCSM001 Facilitate goal directed planning

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- collaborated with at least 3 different clients to facilitate goal directed planning for provision of services and resources aimed at maximising and enhancing their strengths, independence and quality of life

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:

- literature on models and practices in goal-directed planning and current research in area of practice
- range of services, networks, resources and holistic solutions available to clients with complex needs
- components of service delivery system
- gaps in the service system
- characteristics and needs of identified client population
- significance of the service setting, including working in the client's home
- organisation policies and practices relating to planning

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- legal and ethical considerations relevant to developing plans and how these are applied in organisations and individual practice:
    - professional standards
    - code of ethics
    - duty of care
    - voluntary assumption of risk
    - informed consent
- documentation requirements and practices
- principles of:
    - beneficence
    - non-malfeasance
    - social justice
    - autonomy
    - advocacy
- natural supports, including family, friends and neighbours

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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM002 Implement case management practice

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removal of Duplicate performance criteria. Equivalent outcome
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 develop and implement an action plan for complex case management based on existing goal directed plans that address predetermined needs.

Workers at this level will demonstrate autonomy, well-developed judgement, adaptability and responsibility and are typically already experienced in working intensively with clients requiring support.

This unit applies to work in a range of health and community service sector contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Initiate complex case management process	1.1 Confirm eligibility of client for case management and match their profile against service eligibility criteria 1.2 Inform the client of all rights and responsibilities and obtain client's consent to involvement in case management 1.3 Collect information about the client, maintain confidentiality and privacy and minimise any duplication 1.4 Work with the client to confirm and prioritise needs and to pursue relevant, achievable and time-framed goals 1.5 Recognise and respect the client's right to self-determination within legal parameters 1.6 Identify social, economic, housing, personal and family factors that may influence the client's health, well being and level of independence 1.7 Discuss the case management process with the client, the complaint and appeal processes and the service criteria for exit 1.8 Ascertain specific cultural needs of the client to provide appropriate services and support for their development 1.9 Estimate the level of case management support required to implement the client's plan and discuss with all relevant parties
2. Identify and consider possible solutions to complex issues	2.1 Identify complex legal and ethical issues and questions about aspects of case management and resolve in line with organisation guidelines and regulatory requirements or seek appropriate resources 2.2 Identify complex issues relating to funding of service provision and administer resources within relevant regulatory framework

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	2.3 Ensure ethical standards are addressed to protect the autonomy, dignity, privacy and rights of the client 2.4 Advocate for client-centred solutions to complex identified needs at service delivery and policy-making levels 2.5 Collaborate with colleagues, professionals and between services as needed to meet client's needs, achieve goals and to optimise outcomes 2.6 Maintain up-to-date knowledge of, and links with, available resources and services within the community
3. Develop plan of action to address identified priorities	3.1 Use client identified goals and needs assessment to develop and agree on a plan of action 3.2 Support and develop the client's ability to independently access alternative resources to address needs 3.3 Conduct research to establish an informed plan of action 3.4 Evaluate any barriers that may restrict the client's ability to meet identified goals and determine strategies to minimise their impact 3.5 Plan actions that are within client's financial resources 3.6 Convene and/or participate in case conferences with services providers and/or family, carers, natural supports and relevant others 3.7 Seek and obtain the client's consent to undertake any referrals to other services and/or organisations 3.8 Provide the client with timely information about available service options and support them to make informed decisions and exercise choice in all stages of the case management process 3.9 Document the client's goals and determine how effectiveness of interventions will be measured and evaluated
4. Monitor service provision and coordination	4.1 Communicate with service providers to discuss the case management plan, identify problems and adjust as necessary 4.2 Advocate for service system improvements and identify and communicate gaps and/or inadequate services to program managers 4.3 Make adjustments to services, supports and resources according to client's needs and financial parameters 4.4 Document and report to relevant organisation or funding body the implications from any variations to expected plan

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5. Evaluate client outcomes	5.1 Undertake periodic reassessment and evaluation of outcomes against expected outcome 5.2 Obtain information from clients, service providers, funding bodies and case managers to determine progress and evaluate against identified goals in the plan 5.3 Evaluate the effectiveness of plan adjustments to address client's ongoing situation and changing needs 5.4 Evaluate the effectiveness of case management processes and service delivery, including client satisfaction and costs against benefits 5.5 Work with the client to evaluate ongoing support needs to meet their goals, including review of parameters for disengagement 5.6 Evaluate financial outcomes of adjustments to plan 5.7 Identify opportunities for the client to maintain or develop independence from any aspect of the plan 5.8 Document and report client outcomes and satisfaction in accordance with organisation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM002 Implement case management practice	CHCCM703A Apply effective case management practice	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

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		Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	

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Assessment Requirements for CHCCSM002 Implement case management practice

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Removal of Duplicate performance criteria. Equivalent outcome
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- implemented case management practice for 3 complex cases involving people with a diverse range of issues, goals and barriers

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:

- case management practice and approaches, including:
    - client-centred
    - evidence-based
    - holistic

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  - inclusive
  - strength-based
- case management models and practices literature and current literature in area of practice
- current national standards for practice of case management
- wide range of services and resources available to clients
- components of service delivery system
- funding processes and bodies related to provision of relevant services and resources
- characteristics and needs of identified client population
- nature and significance of service setting
- legal and ethical considerations relevant to case management and how these are applied in organisations and individual practice:
  - professional standards
  - code of ethics
  - duty of care
  - voluntary assumption of risk
  - informed consent
  - privacy, confidentiality and disclosure
  - mandatory reporting
- documentation requirements and practices
- complex case management processes, including:
  - complexity of client circumstances or needs
  - complex range of issues involved in addressing client needs
  - involvement of multiple service providers
  - longevity of case management process
  - family relationship problems
  - 1 or more of the following issues; social, economic, housing and health
- complex client needs, including:
  - needs requiring multiple service types with heightened needs for collaboration between service providers
  - a range of needs that may not be met by currently available services and resources
  - family and/or carer needs that require additional services
  - unstable health conditions

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    - housing and/or financial problems
    - alcohol and/or drug use
- barriers that may restrict client's ability to meet identified goals, including:
    - physical, mental or emotional issues or events
    - legal or regulatory constraints
    - incidents or accidents
    - cultural issues
    - service provider issues
    - eligibility criteria
    - housing
    - financial problems
    - alcohol and/or drug use
    - health

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 individualised case management plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM003 Work with carers and/or families in complex situations

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 and address the needs of carers and/or families in complex situations.

This unit applies to work in a range of health or community sector contexts, particularly in client assessment and case management, working with clients who have complex needs and require complex solutions.

Workers at this level will demonstrate autonomy, well-developed judgement, adaptability and responsibility and are typically already experienced in working intensively with clients requiring support.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify and address the needs of carers and/or families	1.1 Work with carers and/or families of clients with complex needs to clarify their own needs and identify available support options 1.2 Provide information to assist carers and/or families and meet their needs 1.3 Recognise the multi-dimensional and dynamic nature of caring relationships and respond appropriately to support individual relationships with each client 1.4 Observe changes in the caring relationship over time and respond appropriately to those changes to address needs of both carers and/or families and client 1.5 Recognise the key risk factors of the care relationship and respond appropriately to address these 1.6 Treat carers and/or family with dignity, respect and sensitivity to cultural issues and expectations in the caring relationship 1.7 Inform service providers of specific identified needs of carers and/or families 1.8 Identify the needs of children with parents with complex needs and apply strategies to address these needs 1.9 Identify when children have adopted the caring role and ensure young carer's needs are addressed
2. Involve carers and/or families in assessment and planning processes	2.1 Consult with the client to clarify and agree on the role and involvement of primary carers and/or family members in the decision-making and service delivery processes

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	2.2 Assess the care relationship and address the needs and areas of conflict of the client and carers and/or families 2.3 Inform carers of their role and rights in assessment of the client, planning, decision-making and their right to a separate carer assessment 2.4 Undertake a carer assessment that empowers and strengthens carer relationships with service providers 2.5 Provide carers with clear information of available services and choices, so they are informed participants in the planning process 2.6 Consult with all organisation representatives involved in assessment and planning in complex situations to clarify carer and/or family involvement 2.7 Check services are provided in a manner that recognises and optimises the caring relationship and maximises each person's strengths; achieves their goals and addresses their identified needs 2.8 Maximise agreed involvement of carers and/or family in assessment and planning processes and decision-making 2.9 Share and update information with carers and/or family
3. Involve carers and/or family and other natural support in monitoring client plan implementation	3.1 Confirm carers and/or family understand the client-identified goals and the role planned services, support and resources have to achieve those goals 3.2 Confirm carers have identified their own goals and the role planned services, support and resources have to achieve those goals 3.3 Listen to observations of the client, carers and/or family about aspects of services provided to achieve goals 3.4 Maintain effective rapport and communication with carers and/or family to support disclosure of information about delivery of services and resources in line with plan 3.5 Maintain collaborative relationships with carers and/or family and other natural supports so that they continue to provide the desired support to the client

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	3.6 Work with carers and/or family to identify barriers to implement plans and potential adjustments to best meet each person's needs
4. Review and monitor carer and/or family involvement and satisfaction	4.1 Discuss with carers and/or family their satisfaction with how they have been informed and involved 4.2 Evaluate how carer and/or family involvement has contributed to or impacted on achievement of client goals 4.3 Use ongoing feedback and findings to adjust approach to inclusion of carers and/or family members

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM003 Work with carers and/or families in complex situations	CHCCM705C Work effectively with carers and families in complex situations	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCSM003 Work with carers and/or families in complex situations

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- demonstrated appropriate inclusion of 3 carers and/or families or other appropriate supports in assessment, planning, implementation and review processes related to the provision of services and resources to support the care relationship in complex situations

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:

- documentation requirements and practices
- legal and ethical considerations for working with families and/or carers in complex situations and how these apply to organisation policies and procedures and individual practice, including:
    - professional standards and codes of ethics
    - practitioner/client boundaries
    - rights and responsibilities of client, carer, family and other significant supports
    - non-malfeasance

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    - mandatory reporting
- significance of service delivery setting, such as working in the client's home
- the nature of the family care relationship and family dynamics and how this might impact on service delivery and achievement of client goals
- mediation, conflict resolution and problem solving techniques
- risks to the care relationship, including:
    - conflict in relationships with family or service providers
    - high intensity care
    - high levels of carer stress
    - loss of formal or informal supports
    - multiple competing role demands
    - deteriorating carer health
    - deteriorating health or behaviour of the client

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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM004 Coordinate complex case requirements

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 coordinate multiple service requirements for clients with complex needs within a case management framework.

Workers at this level work under supervision within established guidelines but take on a team leadership role in the coordination of services and service providers.

This unit applies to work in a range of health and community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish coordination function	1.1 Work with the client and other services to determine the service provision requirements 1.2 Negotiate collaborative working arrangements for all services involved 1.3 Develop a plan to identify all available services, their appropriateness, timeframes and expected outcomes 1.4 Work with the services to agree coordination requirements and boundaries
2. Support the client to access multiple services	2.1 Identify, implement and maintain duty of care responsibilities 2.2 Provide information to the client about the coordination role 2.3 Work with the client to establish communication requirements 2.4 Assess need and arrange interpreter, according to clients needs 2.5 Work with the client and other services to identify barriers to attaining outcomes 2.6 Work with the client to prioritise needs and communicate these with service providers 2.7 Facilitate case conference and meetings to coordinate responsibilities and roles 2.8 Work with other services to minimise client confusion and concerns in a coordinated manner
3. Monitor client progress	3.1 Facilitate communication between service providers to identify and manage service duplication 3.2 Work with the client and services to monitor progress toward outcomes 3.3 Obtain client feedback about services 3.4 Identify and implement further support required to meet changing needs and progress towards outcomes

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM004 Coordinate complex case requirements	CHCCM501A Coordinate complex case requirements	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCSM004 Coordinate complex case requirements

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- planned and coordinated multiple resources, services and supports for 3 clients with complex needs

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:

- different approaches and models of case management
- evidence based practice requirements
- a full range of local services and supports available
- issues faced by clients, their family and carers, accessing multiple services
- impact of service duplication
- principles and practices of planning complex service inputs
- principles and practices of working across multiple services
- range and requirements of different funding arrangements
- indicators of imminence of self-harm or harm to other

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- referral requirements of services
- formal meeting processes
- relevant organisation and regulatory standards, policy, procedures, legislation and statutory mandates
- risks and responsibilities relating to duty of care for:
    - children and young people
    - domestic violence
    - suicide
    - elder abuse
- impacts of generational abuse and welfare dependency
- cultural considerations, history, protocols and systems of culturally and linguistically diverse clients and Aboriginal and/or Torres Strait Islander people
- family structure, dynamics, communication and decision-making
- relevant documentation protocols
- range of available services and support
- requirements and boundaries of the coordination role
- issues that cause client confusion, concerns and barriers

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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 undertake case management meetings to plan, monitor and review service provision.

Workers at this level work autonomously and are responsible for own outputs within organisation guidelines.

This unit applies to work in a range of health and community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1.Determine appropriate response to case management in accordance with organisation and legislative requirements	1.1 Develop and utilise case management processes in accordance with statutory requirements 1.2 Implement appropriate processes to enable the client to set goals and participate in case management processes 1.3 Integrate appropriate cultural considerations into all aspects of case management planning 1.4 Provide information on rights of appeal and avenues of complaint so the client understands rights and responsibilities
2. Conduct case management meetings	2.1 Facilitate information sharing with the client and establish an appropriate rapport 2.2 Identify and agree client and worker roles, responsibilities, boundaries and processes of service delivery 2.3 Determine and agree organisation, family and community needs, responsibilities and rights
3. Develop an appropriate case management plan	3.1 Collaborate with the client to identify strengths, abilities and goals and develop an agreed approach to case management 3.2 Develop a case management plan to reflect initial assessment of needs 3.3 Work with the client to identify the full range of immediate, short and long term needs of the client and other relevant parties 3.4 Establish and agree on processes to monitor and change case plan 3.5 Identify strategies to deal with complex or high risk situations 3.6 Match requirements of case plan to experience, workload and geographical location of worker or service provider

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	3.7 Assist clients to set and achieve realistic targets for change or action and to take personal responsibility
4. Monitor and review case work activities and processes	4.1 Implement strategies to regularly monitor the effectiveness of case management processes against agreed goals, service provision and client and stakeholder satisfaction 4.2 Assess the need for changes in case plan and develop strategies for appropriate alternatives and/or ongoing interventions 4.3 Negotiate with relevant parties any proposed changes arising from case review 4.4 Document all case work interventions in compliance with evidence based practice and confidentiality requirements 4.5 Implement case closure in accordance with organisation procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM005 Develop, facilitate and review all aspects of case management	CHCCM503C Develop, facilitate and monitor all aspects of case management	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	

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Assessment Requirements for CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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, facilitated and reviewed all aspects of case management for 3 clients

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:

- evidence based practice requirements
- approaches to service delivery, including:
    - strength-based
    - rights-based
    - person-centred
    - needs-based
- contemporary behaviour change models, practices and interventions
- privacy and confidentiality
- formal meeting processes

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- relevant organisation and regulatory standards, policy, procedures, legislation and statutory mandates
- risks and responsibilities relating to duty of care for:
    - child protection
    - domestic violence
    - suicide
    - elder abuse
    - disabilities
- considerations, protocols, history and special needs of diverse client populations, including:
    - culturally and linguistically diverse (CALD)
    - Aboriginal and/or Torres Strait Islander people
    - people with disability
    - lesbian, gay, bi-sexual, transgender, intersex (LGBTI)
    - people experiencing or at risk of homelessness
    - older people
    - children and young people
- family structure, dynamics, communication and decision-making
- relevant documentation protocols
- monitoring and review processes
- range of available services
- rights, roles and responsibilities of people within the decision making process
- the impact of values systems of worker, client and key stakeholder on outcomes
- ways of addressing experience, skills values and development of participants

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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM006 Provide case management supervision

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCM605 CHCCM504 Significant changes to 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 to take a leadership role in the delivery of quality case management. This includes disseminating information and providing advice on practice issues relating to case management within the organisation.

Workers at this level work autonomously and are responsible for own outputs within broad but defined organisation guidelines.

This unit applies to work in a range of health and community services contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop and promote practice standards	1.1 Develop standards of practice and promote to workers 1.2 Identify strategies for continuous improvement which relate to case management practice and integrate into work systems 1.3 Implement appropriate training and development strategies to maintain currency with accepted best practice and relevant legislation 1.4 Work collaboratively with workers to develop individual reflective and ethical practice strategies
2. Support and lead colleagues in case management practice	2.1 Provide support, practice advice and direction consistent with organisation service and professional standards 2.2 Challenge and support worker to ensure casework plans and actions are up to date, evidence based and in line with organisation procedures and legislative requirements 2.3 Implement strategies to provide workers with access to casework consultation with other workers to maximise their effectiveness 2.4 Implement strategies to provide workers with access to, and consultation with, culturally specific workers 2.5 Access and apply specialist practice knowledge in the workplace and provide supervision to workers around the achievement of case work objectives 2.6 Advise worker on the full range of legislative provisions relevant to case management, and worker and organisation responsibilities
3. Provide practice advice on complex cases	3.1 Analyse and assess case management plans and provide feedback and advice in relation to options for implementation and further development

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	3.2 Advise workers on organisation processes to collect information from key stakeholders that contributes to continuous improvement 3.3 Update workers on changes to legislation, policy and organisation procedures 3.4 Routinely monitor progress on case plans and recommend changes, as required, to improve outcomes and quality of service delivery 3.5 Implement stakeholder consultation strategies for specialist information and options for future action 3.6 Escalate and refer client issues beyond role in accordance with organisation requirements
4. Reflect and improve on own supervision provision	4.1 Evaluate own supervision in consultation with peers and senior colleagues 4.2 Identify areas for improvement and opportunities for development 4.3 Escalate and refer supervision issues beyond role in accordance with organisation and role requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM006 Provide case management supervision	CHCCM504D Promote high quality case management	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

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		Merged CHCCM605 CHCCM504 Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	
CHCCSM006 Provide case management supervision	CHCCM605C Develop practice standards	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCM605 CHCCM504 Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCSM006 Provide case management supervision

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCM605 CHCCM504 Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- led and advised at least 2 case workers on a complex case, including
    - providing direction, support, recommendations and advice
    - promoting best practice
    - monitoring case progress

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 relevant to case management supervision and how these are applied in organisations and individual practice:
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - complaints

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    - codes of practice and ethics
- theory and practice of case management and supervision
- practice model of supervision
- own value base and belief system
- cultural competence
- culturally specific workers and how to access
- responsibilities and responses to client risks

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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations
    - interactions with case workers

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCCSM007 Undertake case management in a child protection framework

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 apply all aspects of case management in which case plans are developed and implemented to address specific client needs and achieve client goals within a child protection framework.

Workers at this level work autonomously and are responsible for prioritising own outputs within defined organisation guidelines.

This unit applies to work in a range of health and community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish client need and/or risk	1.1 Assess the client's needs and risks in accordance with organisation procedures 1.2 Develop written assessment plan to reflect the client's needs 1.3 Clearly explain the worker's role and purpose to the client 1.4 Identify, assess, and prioritise information relevant to the client's circumstances 1.5 Ensure communication with the client is of a level, type and manner appropriate to the individual and nature of the issues raised 1.6 Provide information to the client regarding the intervention process, their rights of appeal and how to use avenues for complaint
2. Develop a case management plan	2.1 Identify support and prevention strategies that promote and meet the needs of the family 2.2 Build into the case plan the client's strengths and protective factors 2.3 Develop case plan in partnership with the client 2.4 Collect information on a range of suitable intervention strategies to address immediate, short and longer term needs of clients 2.5 Explore a full range of options for addressing the client's needs and integrate client preferences into planning 2.6 Work collaboratively to prioritise case management goals and objectives and negotiate and agree processes with the client 2.7 Negotiate goals, actions and timelines for the case plan in concrete, specific terms 2.8 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers

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	2.9 Explore and develop contingency plans 2.10 Integrate cultural considerations into goal setting and negotiation of timelines 2.11 Establish communication, review and evaluation systems 2.12 Document case plan and distribute to all parties
3. Implement case plan	3.1 Implement practical arrangements to support clients and stakeholders 3.2 Utilise established communication processes and protocols to make referrals 3.3 Identify roles, responsibilities, outcomes and processes involved in intervention and discuss with the client and service provider 3.4 Develop contracts with external service providers and agree on time and resource constraints 3.5 Identify review activities and negotiate with the client, service providers, and significant others 3.6 Record information in a manner consistent with organisation procedures and policies
4. Establish review and evaluation systems	4.1 Set up appropriate evaluation processes for ongoing implementation of the plan 4.2 Assess and document progress towards the achievement of goals with the client and service providers 4.3 Assess the need for ongoing intervention 4.4 Negotiate with relevant parties proposed actions and timelines to arise from case review 4.5 Complete all relevant reporting procedures in accordance with organisation requirements 4.6 Undertake appropriate consultation with supervisor at key decision-making points
5. Plan and participate in case conferences or protection meetings	5.1 Convene case conference or protection meetings when they are judged to be the most effective case management decision-making strategy for the needs of the client or in line with legislative and organisation requirements 5.2 Clearly identify and explain purpose of case conference or protection meeting to clients and other stakeholders 5.3 Establish agenda that clearly outlines purpose, participants, venue, date, time and process

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	5.4 Identify key persons and request they attend the conference or make reporting arrangements 5.5 Undertake work to prepare the client for the case conference or protection meeting 5.6 Implement processes to ensure the client and/or family can participate in the decision-making process 5.7 Anticipate areas of conflict and facilitate resolution 5.8 Identify and respond to participant needs for interpreters and other support 5.9 Arrange attendance of delegated decision-makers 5.10 Provide information equally to all parties 5.11 Prepare case history in accordance with agency requirements 5.12 Nominate and brief a chairperson and minute taker 5.13 Identify, negotiate and record outcomes
6. Work with agencies to meet the client's needs	6.1 Identify appropriate service providers 6.2 Develop and maintain working relationships with relevant community groups 6.3 Access inter-agency protocols and guidelines and integrate into case management 6.4 Clarify the nature of advocacy and support required by the client 6.5 Explain the range of interventions and reason for referral and clarify and negotiate agreement with the client, service providers and significant others 6.6 Discuss with the client all representations made on their behalf to the service provider 6.7 Ensure all information is kept in confidence and in-line with organisation policy and legislation 6.8 Maintain links with service, client and other relevant parties and evaluate progress by achievement of goals
7. Undertake case closure	7.1 Analyse achievements of case plan goals against performance indicators and document 7.2 Identify reasons for case closures 7.3 Negotiate case closure with the client and relevant agencies 7.4 Advise relevant parties in writing of decision to close case

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	7.5 Take into account the needs of the client throughout case closure and allow the client to reflect on past interventions

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM007 Undertake case management in a child protection framework	CHCCM506C Undertake case management in a child protection framework	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCSM007 Undertake case management in a child protection framework

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- applied all aspects of a structured case management framework to statutory child protection work for 3 clients, including:
    - interpreting and applying legislation, policies, procedures, standards and statutory obligations
    - responding to and managing crisis
    - developing and assessing actions appropriate for intervention
    - collecting and assessing information
    - documenting plans
    - closing cases

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 implications and responsibilities of statutory work
- state and federal jurisdictions, including all courts within the jurisdictions
- child protection policy and procedures, including inter-agency protocols

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- legislation relevant to child protection, including family court protocols, practice and policy guidelines (legal definitions of abuse)
- risk assessment, comprehensive psychosocial assessment and family assessment
- indicators of harm, types of harm, definitions and dynamics of harm
- theories on vulnerability and resilience of children
- change process
- stages of child development
- workings of court, legal systems and legal processes
- legal implications of material collected through interviews
- family dynamics in different cultures
- recording and reporting systems
- how to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired
- child centred practices including:
    - engaging in direct work with children and young people
    - providing an advocacy role on behalf of children and young people
    - different, and range, of stages of development (including attachment) and how that can inform intervention and planning
    - the child or young person is an active participant throughout the case management process
    - children and young people are part of families and communities
    - safeguarding children cannot be separated from promoting their welfare
    - the role of prevention and early implementation strategies in protecting and supporting children
- cultural considerations including:
    - indigenous and ethnic considerations
    - power relationship structures
    - rituals, beliefs, hierarchies and practices
    - community politics
    - gender
    - parenting practice and family dynamics
    - support and prevention strategies
- rights of appeal mechanisms

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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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCCSM008 Undertake advanced client assessment

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 undertake initial and ongoing client assessments, to determine eligibility, priority and need for services as part of a case management process or as part of an assessment service.

Workers at this level will demonstrate autonomy, well-developed judgement, adaptability and responsibility and are typically already experienced in working intensively with clients requiring support.

This unit applies to work in a range of health and community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
• 1. Prepare for initial assessment	1.1 Prepare for broad-based holistic assessment of the client's needs based on referral or other documentation in line with organisation policy and procedures 1.2 Establish rapport with client and obtain their consent to participate in the assessment process 1.3 Identify additional stakeholders, including carers, natural supports and/or family members, whose input will assist the client in assessment process and outcomes 1.4 Identify the range of information, products and resources to be utilised in the assessment process 1.5 Work with the client to collaboratively identify opportunities to build on strengths, improve functional capacity, and participate in social and community activities 1.6 Organise appropriate time and place for assessment in conjunction with the client and carers, support workers and/or family 1.7 Identify and agree on appropriate assessment tools and processes according to organisation policy and procedures 1.8 Explain privacy and confidentiality principles, practices and procedures 1.9 Access and brief interpreter or cultural specific workers
• 2. Conduct assessment	2.1 Communicate with all people involved in the assessment in a language or form they understand 2.2 Clearly explain the assessment process and how information is used, including legal

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	requirements and organisation policy and processes for mandatory reporting 2.3 Implement risk assessment processes and stratify risks to determine interventions based on client circumstances, needs and interests 2.4 Involve the client, their carers, natural supports, and/or family in the assessment process in a way that empowers the client and is in accordance with the client's preferences 2.5 Use appropriate assessment tools and processes to identify, clarify and prioritise complex or multiple needs of the client, their carers and/or family 2.6 Collect and document information about the client, according to organisation requirements 2.7 Collaborate with stakeholders and service providers to avoid duplication experienced by the client and to share information and resources 2.8 Assist those involved in the assessment to identify and prioritise the client's goals, needs and any risk factors 2.9 Where carers and/or families are involved, ensure the assessment focuses on, and strengthens the relationship, rather than treat the individual in isolation 2.10 Inform carers and/or family about their role and rights in the assessment and decision-making processes, including their right to an assessment of their own needs 2.11 Identify and assess work health and safety (WHS) risks and issues potentially associated with service and resource delivery 2.12 Implement risk management processes to maintain safety of client and others involved in the assessment, including workers
• 3. Respond appropriately to diversity	3.1 Use assessment processes and practices designed to build trust and confidence to work with mainstream services 3.2 Use assessment processes that are non-discriminatory and appropriate for each distinct but potentially overlapping population

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	3.3 Provide equitable access and culturally competent assessment processes for culturally and linguistically diverse (CALD) and Aboriginal and/or Torres Strait Islander people 3.4 Provide appropriate interpreter support according to organisation protocols 3.5 Where appropriate, build and maintain relationships with ethno-specific and multicultural organisations 3.6 Where appropriate, build and maintain relationships with Aboriginal and/or Torres Strait Islander communities and organisations and involve representatives in the assessment processes
• 4. Respond appropriately to people with different levels of needs, including people with complex needs	4.1 Support people with complex needs and circumstances and facilitate access to assessment 4.2 Develop and maintain inter-organisation relationships and agreements to address the client, family and/or carer needs 4.3 Recognise the need for secondary consultation, medication administration and monitoring or additional specialist assessment, including those undertaken by a specified health professional 4.4 Identify and refer when the client's health is unstable to ensure the appropriate multi-disciplinary approach is applied 4.5 Identify and build on the client's motivation to improve their functional capacity and set their own goals
• 5. Undertake ongoing assessment and review	5.1 Respond appropriately to informal monitoring of health and well being of all parties involved in the assessment processes 5.2 Undertake regular and systematic reviews to ensure assessed needs of clients are addressed effectively 5.3 Use regular reviews to re-prioritise client needs for service and to ensure equitable access based on ongoing appraisal of prioritised needs

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	5.4 Undertake reassessment of the client's needs as specified in the client's plan or as required by personal circumstances or changes in client or carer health 5.5 Maintain communication with all parties and document and report throughout processes, according to organisation protocols

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM008 Undertake advanced client assessment	CHCCM701B Undertake advanced client assessments	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCCSM008 Undertake advanced client assessment

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- undertaken broad-based assessments of 3 clients, including:
    - involving their carers, natural supports and/or family members in accordance with client preferences
    - maintaining a focus on service delivery within the community sector to optimise their functional capacity and participation in social, community and daily living activities
- responded to the requirements of 3 people presenting with high level needs or complex circumstances, including:
    - making evidence-based judgments about the person's needs
    - selecting appropriate internal and external services that match the client's needs
    - collaborating with multi-disciplinary team
    - determining and implementing referral requirements

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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:

- roles, responsibilities and boundaries of own work role and of other organisations and personnel providing assessment and related services
- validity and reliability requirements for assessment
- client risk assessment and risk stratification
- assessment tools, processes and protocol requirements
- appropriate assessment tool to determine developmental status, family, housing, financial situation, natural supports, health, social relationships, ability to undertake activities of daily living, cognitive capacity and relevant issues or concerns
- assessment approaches and practices related to identifying needs for delivery of services and resources in the community sector
- organisation policy and procedure associated with individual assessment
- processes applying to multi-organisation assessments and relevant inter-organisation relationships and agreements
- reporting requirements of individual assessment
- consent requirements for dissemination of a client's assessment results and associated privacy and confidentiality principles and practices
- aspects of human development theories throughout the lifespan, including:
    - physical
    - psychological
    - cognitive
    - social
    - affective
- client development status
- characteristics and needs of identified client population
- policy and planning context and systems of funding and providing services
- professional standards and code of ethics
- government legislation, regulations, standards and policies
- own values and how they relate to organisation requirements and clients
- documentation requirements and practices
- current research in assessment practice

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- work health and safety (WHS), risks, issues and associated risk management practices and how to assess these
- strategies to provide equitable access and culturally competent assessment processes for culturally and linguistically diverse people (CALD); Aboriginal and/or Torres Strait Islander people and lesbian, gay, bi-sexual, transgender and intersex (LGBTI)
- relevant ethno-specific, multicultural and Aboriginal and/or Torres Strait Islander organisations and their role in linking within the service system
- accurate and non-discriminatory information about the health risks and assessment procedures that are appropriate for each distinct but potentially overlapping population
- the significance of setting, including working in the client's home

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 individualised case plans
- modelling of industry operating conditions, including:
    - scenarios that reflect standard operating conditions and contingencies
    - links to other local service agencies or organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDEV001 Confirm client developmental status

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to review the developmental status of a client. Note that the client may be a child or a young person.

Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services is involved.

This unit applies to people working in a range of community service contexts including: juvenile justice, alcohol and other drugs services, mental health, and child protection.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply knowledge of human development to check client's developmental status	1.1 Observe and/or question the client appropriately to obtain information about client's developmental status 1.2 Review any available documented information about the client's developmental status 1.3 Consult with the client's carer, family or significant others to gather relevant information where appropriate 1.4 Apply knowledge of lifespan development theories to clarify client's development status
2. Identify developmental issues	2.1 Recognise factors that may have impacted on appearance and behaviour of the client 2.2 Clarify suitability of community services being delivered in relation to client's developmental status 2.3 Consult appropriate person/s to clarify concerns about client's developmental status
	2.4 Identify potential risk factors associated with developmental issues 2.5 Recognise and refer potentially serious issues in line with organisational requirements 2.6 Document developmental issues in line with organisational policies and procedures

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3. Check for and respond appropriately to specific issues	3.1 Check for any issues that may require notification, and report if necessary 3.2 Check for any indications of other issues that may impact the provision of services and/or require referral 3.3 Report and document accurately and with the detail required by the organisational policies and procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDEV001 Confirm client developmental status	CHCLD415A Confirm client developmental status	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCDEV001 Confirm client developmental status

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- observed and questioned at least one client and their family and documented information relevant to the developmental status of the client
- confirmed client's developmental status prior to delivering services
- identified variations from normal development status and recognised and referred potentially serious issues in line with organisational requirements
- identified potential factors responsible for significant variations from normal developmental status and determined an appropriate response in terms of:
    - appropriate referral and reporting in line with organisational requirements
    - provision of appropriate services

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- referred to or sought assistance from an appropriate person or authority in relation to variations from normal functioning
- complied with mandatory reporting requirements where appropriate.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- detailed aspects of human development throughout the lifespan, including:
    - physical
    - psychological
    - cognitive
    - social
    - affective
- attachment theory
- key factors that may impact on the individual at identified stages of human development and their potential effects, e.g. the impact of trauma
- legal obligations, particularly in relation to child protection and elder abuse issues
- appropriate range of referral sources and associated protocols
- awareness of own values and attitudes and their potential impact on clients
- indicators of significant issues including:
    - child abuse (i.e. different types of child abuse)
    - abuse, neglect or harm including self-harm
    - domestic and family violence
    - elder abuse
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDEV002 Analyse impacts of sociological factors on clients in community work and services

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment. Removed pre-requisite.

Application

This unit of competency describes the skills and knowledge required to function independently and to plan and undertake community work and associated services.

The unit describes the application of knowledge of the broad social and cultural context in which work is planned and implemented in the community services industry.

This unit applies to workers who seek to better understand their client groups and issues that impact on the lives of their clients and hence on their delivery of services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify social and cultural issues impacting on clients in Australian society	1.1 Identify major social and cultural institutions in Australian society and their societal functions 1.2 Identify ways in which major institutions in Australian society can impact clients as individuals and as part of community and family groups 1.3 Examine and identify possible effects and consequences of conditions and experiences of inequality on clients as individuals and as part of community and family groups 1.4 Identify impacts of long-term unemployment and associated issues on clients as individuals and as family members 1.5 Where relevant, identify factors associated with age in Australian society and their impact on clients as individuals and in family and community settings
2. Analyse impacts of social and cultural factors on clients	2.1 Use available information to identify and analyse social and cultural factors impacting on individual clients, groups or communities 2.2 Clarify current health and wellbeing and associated needs for individual clients, groups or communities 2.3 Make informed decisions in relation to specific work to be undertaken and/or services to be provided to client/s

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3. Monitor impact of social and cultural factors on community work and services provided to clients	3.1 Monitor impact of work undertaken and/or services provided to clients, in line with scope of own work role and organisational policies and procedures 3.2 Review effectiveness of work undertaken and/or services provided to clients, in relation to identified social and cultural factors impacting on clients, groups or communities 3.3 If required, revise aspects of work undertaken and/or services provided to better address social and cultural issues and enhance outcomes for clients, groups or communities

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDEV002 Analyse impacts of sociological factors on clients in community work and services	CHCLD514B Analyse impacts of sociological factors on clients community work and services	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment. Removed pre-requisite.	

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Assessment Requirements for CHCDEV002 Analyse impacts of sociological factors on clients in community work and services

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment. Removed pre-requisite.

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 demonstrated evidence that the candidate has completed the following tasks:

- advised, referred or provided at least three clients with access to services based on socio-cultural information gathered
- monitored and reviewed effectiveness of work and/or services provided to clients
- revised work and/or services provided to clients to enhance client outcomes and better address their social and cultural issues
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours of work within a community services workplace.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- functions of social and cultural institutions within Australian society
- factors contributing to client experiences of inequality and the possible effects and consequences on their role in society
- effects and consequences of unemployment on clients and in our society
- contemporary frameworks and influences underpinning social policy
- political and economic theory and systems
- concepts of inequality and how they impact on individuals and society
- different beliefs about various stratifications in our society and the ways in which stereotypes develop, and their impact
- specific policy decisions and their impact on community work
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDEV003 Analyse client information for service planning and delivery

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes skills and knowledge required to develop and tailor service plans to address specific client needs. Workers are required to undertake this task with an underpinning knowledge of human development.

This unit applies to people working in a range of community service contexts. The worker may or may not supervise the work of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Analyse available client information	1.1 Source and interpret any results and reports from tests, observations and assessments 1.2 Observe client to consider accuracy of available reports 1.3 Identify specific social, psychological and/or developmental issues for the client 1.4 Analyse client information in relation to preparation for planning services, observing organisational requirements and protocols
2. Plan action/s to address client developmental status and identified issues	2.1 Work with client to develop an action plan to address their needs and personal circumstances 2.2 Consider life and developmental stage of client and ensure that proposed actions are appropriate 2.3 Ensure that the plan has clear actions, with agreed timelines and responsibilities, and is documented and stored in line with organisational policies and procedures
3. Implement services	3.1 Provide services in accordance with the action plan, organisational policies and procedures, and occupational health and safety requirements 3.2 Maintain current, complete, accurate and relevant records for each client contact as required by the organisation 3.3 Monitor impact of services in line with scope of own work role and organisational policies and procedures

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	3.4 Adjust and refine plan if circumstances change

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Numeracy - in order to analyse available client information, including test results

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDEV003 Analyse client information for service planning and delivery	CHCLD515A Analyse client information for service planning and delivery	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCDEV003 Analyse client information for service planning and delivery

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- undertaken detailed analysis of information available for at least three clients in the context of planning and delivering community services including:
  - interpreting test results and reports
  - reviewing social, psychological and/or developmental issues
- planned and delivered services appropriate to the needs and circumstances of at least three clients, in line with:
  - specific approaches, philosophies and regimes of community service work
  - the client's involvement
- implemented, monitored and reviewed plans for at least three clients.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- stages of behavioural development
- indicators of mental, physical, emotional or social difficulties
- indicators of trauma
- standard tests used to measure and review individual capacity and function, e.g. I.Q. tests, WISC
- factors that may impact on the individual at identified stages of human development, and their potential effects
- legislative requirements and obligations relating to delivery of community services, including mandatory notification issues and child protection policy
- detailed understanding of protocols and available resources associated with service delivery and referral
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to identify and respond to the needs of clients who may be experiencing domestic and family violence, including responding to immediate intervention and support needs.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Adopt work practices that support interactions with those affected by domestic and family violence	1.1 Adopt work practices that reflect the values and philosophies of domestic violence work 1.2 Plan work practices and access environments that support client and worker safety 1.3 Identify and participate in support processes for workers exposed to domestic and family violence 1.4 Apply organisation standards and procedures and comply with legislative and statutory requirements
2. Identify client needs	2.1 Explain rights and responsibilities of client and worker and promote throughout client contact 2.2 Use interpersonal skills that develop rapport and promote confidence, and full, accurate and relevant exchange of information 2.3 Show sensitivity to client's specific needs and any cultural, family and individual differences 2.4 Assess information for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified 2.5 Identify and respond to any indications of risk or threats to safety
3. Respond to client needs	3.1 Identify worker and workplace limitations in addressing and assessing client needs and make referrals or seek assistance from appropriate persons 3.2 Prioritise the physical and emotional safety of clients, their family and workers in developing responses 3.3 Negotiate and agree strategies for intervention with the client before commencing work 3.4 Provide client with information about available services for meeting their needs 3.5 Complete accurate and comprehensive records, reports and referral information according to organisation requirements

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV001 Recognise and respond appropriately to domestic and family violence	CHCDFV301A Recognise and respond appropriately to domestic and family violence	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV301A and CHCDFV403C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCDFV001 Recognise and respond appropriately to domestic and family violence	CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV301A and CHCDFV403C. Significant changes to the elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- identified and responded to the needs of at least 3 clients affected by domestic and family violence, according to legal and ethical requirements
- used the following interpersonal skills with clients:
    - questioning
    - active listening
    - rapport building.

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 workers interacting with clients affected by domestic and family violence , and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of:

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        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- domestic violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- underpinning values and philosophies in responding to domestic and family violence, including:
    - safety and well-being of those subjected to domestic violence must be the first priority of any response
    - all individuals have the right to be free from violence
    - community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
    - all forms of domestic violence are unacceptable in any group, culture or creed
    - those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
    - commitment to meeting the needs and upholding the rights of clients
    - commitment to empowering those affected by domestic violence
    - domestic violence is widespread and complex
    - domestic violence impacts on the physical, emotional, social, and financial well-being and safety of individuals in families
    - domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- the differences between responding to clients in a crisis situation and those requiring long term support
- immediate needs for assessment, including:
    - safety and physical and emotional security
    - safety plans
    - legal or medical information and support
    - accommodation/transportation

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    - safety and welfare of any children whether with client or not
- organisation procedures, practices and standards for:
    - client assessment
    - allocation of services
    - case management
    - interviewing
    - use of resources
    - programmed intervention
    - referral
- groups represented within the local community (cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV002 Provide support to children affected by domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to provide support and information to children and young people living in a home where domestic and family violence occurs. It requires an awareness of the potential effects of domestic and family violence on behaviour and development.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish confidence and rapport with children	1.1 Use interpersonal skills to establish rapport and develop a trusting relationship with the child/young person 1.2 Encourage children and young people to communicate their feelings, experiences and fear 1.3 Show sensitivity to cultural, family, individual differences and any specific needs 1.4 Conduct interactions with children/young people in a welcoming environment and atmosphere that could be considered safe by children/young people 1.5 Make children and/or young people aware of their rights, service and support options 1.6 Apply organisation standards and procedures and comply with legislative and statutory requirements
2. Explore issues and develop plans	2.1 Use interpersonal skills to ensure the needs of children/young people are accurately identified 2.2 Analyse and immediately respond to any indications of risk or threats to safety according to organisation standards and procedures and legislative and statutory requirements 2.3 Identify own limitations in assessing and addressing the child/young person's needs and, where appropriate, seek assistance from appropriate persons 2.4 Ensure all relevant information is collected and assessed for complexity, urgency and safety, to identify priorities for service delivery 2.5 Develop and document support plans with each child/young person that take into account their needs or wishes, and, where appropriate, the wishes of their care-giver
3. Provide support, advocacy and information	3.1 Use strategies that account for children's age, developmental level and their physical and emotional safety 3.2 Provide services and referrals to support key relationships for the child/young person 3.3 Put in place mechanisms that support appropriate parenting 3.4 Provide support services and information to the family according to individual needs 3.5 Provide short term follow up to the child/young person to help maintain their safety and to address any further needs

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	3.6 Advocate, where appropriate, for the child/young person's needs and rights to safety in interactions with the care-giver 3.7 Complete record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV002 Provide support to children affected by domestic and family violence	CHCDFV408C Provide support to children affected by domestic and family violence	This version was released in CHCCommunity Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV002 Provide support to children affected by domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- provided support to at least 3 children affected by domestic and family violence according to legal and ethical requirements using a process of:
    - establishing a relationship with the child
    - exploring issues and concerns
    - developing a support plan
    - providing ongoing support and information
- identified and responded appropriately to 3 different situations where there are immediate safety concerns
- used age-appropriate interpersonal and communication skills when interacting with children, including:
    - questioning
    - active listening
    - rapport building
    - storytelling
- used age-appropriate resources and techniques, including:
    - information resources
    - physical resources
    - activities.

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:

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- legal and ethical considerations (national and state/territory) for working with children affected by domestic and family violence, and how these are applied in organisations and individual practice:
    - codes of conduct
    - duty of care
    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - specific legislation that applies, including:
        - child protection
    - work role boundaries – responsibilities and limitations
    - work health and safety
- potential effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
- age and developmentally appropriate resources and strategies
- development and language levels of children at different stages/ages
- the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- services available for children/young people and their families
- organisation procedures, practices and standards for:
    - client assessment
    - allocation of services
    - case management
    - interviewing
    - use of resources
    - programmed intervention
    - referral
- factors related to domestic violence victimisation that impact upon the care-giver's ability to parent effectively

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- groups represented within the local community (cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with children.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV003 Promote community awareness of domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues to support prevention.

This unit applies to workers in a range of community service contexts. These workers may not be specialised family violence workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify information, resource and service requirements	1.1 Identify and review domestic violence information, resources and services available in the community 1.2 Review relevance of existing community activities and materials based on changing community needs and organisation philosophy 1.3 Identify gaps and inadequacies in existing information, resources and services 1.4 Complete research to ensure that information reflects the underpinning values and philosophies of domestic violence including a domestic violence prevention focus
2. Support community participation	2.1 Support community participation in activities that promote and prevent domestic and family violence 2.2 Use interpersonal and networking skills to enlist support from key people and groups influencing community values 2.3 Provide opportunities for key people and groups to participate in designing and evaluating programs, policies and strategies to address changing needs 2.4 Undertake collaborative planning to develop and document policies and strategies that address identified community needs
3. Promote domestic violence awareness	3.1 Identify and use opportunities to formally and informally communicate and promote awareness of domestic violence 3.2 Promote service delivery and activities in a way that facilitates understanding and gains support 3.3 Implement strategies to address identified gaps and inadequacies in information, resources and services 3.4 Identify opportunities for community education, and clarify and evaluate with key people and groups 3.5 Evaluate and discuss community activities with key people and groups to determine future directions

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV003 Promote community awareness of domestic and family violence	CHCDFV404C Promote community awareness of domestic and family violence	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV003 Promote community awareness of domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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 at least 1 program to promote community awareness of domestic and family violence including using communication methods suited to the specific community:
    - identified and documented specific needs
    - collaborated with at least 3 internal/external colleagues and community members
    - created a project plan that provides details of:
        - scope
        - timelines and responsibilities
        - resource requirements
        - communication requirements.

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 domestic and family violence, and how these are applied in organisations and individual practice:
    - codes of conduct
    - copyright and intellectual property
    - discrimination
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure

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    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - work role boundaries – responsibilities and limitations
- general principles and practices of community development, education and consciousness raising
- domestic violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- underpinning values and philosophies relating to domestic violence, including:
    - all individuals have the right to be free from violence
    - the community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
    - all forms of domestic violence are unacceptable in any group, culture or creed
    - those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
    - domestic violence is widespread and complex
    - domestic violence impacts on the physical, emotional, social, and financial well-being and safety of individuals in families
    - domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- cultural and language groups represented within the local/regional community, and a respect for their values and beliefs
- impacts of cultural, sub-cultural, social, sexual identity, religious, gender, age, disability, language issues, etc. on attitudes towards domestic violence
- key people and groups within the community who are able to influence community values
- current theory and research knowledge in the domestic violence area
- processes used to formally and informally communicate the domestic violence prevention needs of the community
- organisation current domestic violence activities, programs and services

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- current organisation procedures, protocols and practice for promotion of services
- program planning techniques.

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:
    - current information about domestic and family violence
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish and maintain community relationships, work within cultural protocols and support people who have been affected by domestic and family violence. It requires sensitivity and understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

This unit applies to community services workers providing services in Aboriginal and/or Torres Strait Islander communities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish and maintain relationship with community	1.1 Establish and maintain relationships with key people in a community to promote services and to develop respect, acceptance, confidence and credibility 1.2 Identify and respect restrictions and protocols regarding communicating and relating with the community and its members 1.3 Support community programs which meet the needs identified by clients 1.4 Collect and review local information to identify the requirements of the community in relation to domestic and family violence issues 1.5 Provide feedback to the community and individuals in relation to information collected 1.6 Respect and encourage the value of community, elders and kinship system as a social support mechanism and use when appropriate with client consent
2. Work within cultural requirements	2.1 Ensure information provided is linguistically, visually and culturally acceptable to the community 2.2 Identify and recognise different views of the community and consider in planning any support activities 2.3 Adapt work processes to meet requirements of the community and specific needs of individuals 2.4 Use values, issues and structures within the community to maximise outcomes for clients 2.5 Work with the whole family including perpetrators, siblings, extended family and community members according to individual needs 2.6 Make work consistent with organisation standards and procedures, current legislative and statutory requirements, and community practices
3. Support clients	3.1 Prioritise physical and emotional safety of clients and safety of their families 3.2 Use interpersonal skills that facilitate accurate and relevant exchange of information and to make sure individual stories are heard, accepted, understood and validated 3.3 Provide the individual with feedback to ensure accuracy and appropriate interpretation of their stories 3.4 Identify, assess and respond to any indications of risk or harm according to the degree and nature of the risk and the client’s wishes and circumstances

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	3.5 Explain and promote client and worker rights and responsibilities throughout client contact 3.6 Complete record-keeping and reporting according to organisation standards and procedures and confidentiality requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- provided domestic and family violence support in accordance with legal and procedural requirements in at least 1 Aboriginal and/or Torres Strait Islander community, and to at least 3 different clients
- provided services in ways that reflect understanding of Aboriginal and the Torres Strait Islander concepts of domestic and family violence
- used and adapted the following interpersonal and communication skills to suit specific community cultural and linguistic needs:
    - questioning
    - active listening
    - storytelling
    - rapport and relationship building.

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 workers interacting with clients affected by domestic and family violence in an Aboriginal and/or Torres Strait Islander context, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care

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    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
    - domestic violence and its context, including:
        - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
        - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc on attitudes towards domestic and family violence in Aboriginal and/or Torres Strait Islander communities
- social, historic, spiritual and environmental factors which have an impact on the lives of the community and which are reflected in community relationships and practices
- key people and groups within the community and relevant protocols and restrictions for consultation and decision-making
- community development principles and strategies and their application
- ways to gain community acceptance
- cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
- how to communicate with the community (adaptation of language, verbal and non-verbal, local language)
- domestic and family violence indicators and procedures for undertaking assessment of client needs
- organisation procedures, practices and standards for:
    - client assessment
    - allocation of services
    - case management
    - interviewing

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    - use of resources
    - programmed intervention
    - referral
    - community involvement
- structural barriers and their impact e.g. institutional racism and their effects on Aboriginal and Torres Strait Islander People accessing services
- Aboriginal and/or Torres Strait Islander kinship systems
- own values and attitudes and their potential impact on clients.

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:
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with Aboriginal and/or Torres Strait Islander people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV005 Provide domestic and family violence support in non-English speaking background communities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish and maintain community relationships, work within cultural protocols and support people who have been affected by domestic and family violence. It requires sensitivity and understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

This unit applies to community services workers providing services in non-English speaking background communities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish and maintain relationship with community	1.1 Establish and maintain relationships with key people in a community to promote services and to develop respect, acceptance, confidence and credibility 1.2 Identify and respect restrictions and protocols regarding communicating and relating with the community and its members 1.3 Support community programs which meet the needs identified by clients 1.4 Collect and review local information to identify the requirements of the community in relation to domestic and family violence issues 1.5 Provide feedback to the community and individuals in relation to information collected 1.6 Respect and encourage the value of community, respected members and extended family members as a social support mechanism, and use when appropriate with client consent
2. Work within cultural requirements	2.1 Provide information which is culturally sensitive and appropriate about the services available in relevant languages and in mediums accessible to people from culturally and linguistically diverse backgrounds 2.2 Develop links with people from various cultural groups to make sure that the services available are responsive to their needs 2.3 Use values, issues and structures within the community to maximise outcomes for clients 2.4 Make work consistent with organisation standards and procedures and current legislative and statutory requirements, and community practices 2.5 Adapt work processes as appropriate to meet any specific client needs 2.6 Use interpersonal skills that are consistent with community practices and standards
3. Support clients	3.1 Prioritise clients' physical and emotional safety in all dealings 3.2 Use interpersonal skills that facilitate accurate relevant exchange of information and to ensure individual stories are heard, accepted, understood and validated 3.3 Analyse and respond to any indications of risk or harm according to the degree and nature of the risk and the client's circumstances 3.4 Explain and promote client and worker rights and responsibilities throughout client contact

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	3.5 Use techniques to empower individuals to resolve their issues through enhancing skills and self-esteem 3.6 Identify and access support through working with others in the community 3.7 Complete record-keeping and reporting according to organisation standards and procedures and confidentiality requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV005 Provide domestic and family violence support in non-English speaking background communities	CHCDFV407C Provide domestic and family violence support in non-English speaking background communities	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV005 Provide domestic and family violence support in non-English speaking background communities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- provided domestic and family violence support in accordance with legal and procedural requirements in at least 1 non-English speaking community, and to at least 3 different clients
- provided services in ways that reflect understanding of the culture of the community in relation to domestic and family violence
- used and adapted the following interpersonal and communication skills to suit the specific community cultural and linguistic needs:
    - questioning
    - active listening
    - storytelling
    - rapport and relationship building
- worked with an interpreter on at least 1 occasion.

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 workers interacting with clients affected by domestic and family violence in non-English speaking background context, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination

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    - duty of care
    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- domestic violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues on attitudes towards domestic and family violence
- social, historic, spiritual and environmental factors which have an impact on the lives of the community and which are reflected in community relationships and practices
- key people and groups within the community and relevant protocols and restrictions for consultation and decision-making
- community development principles and strategies and their application
- ways to gain community acceptance
- cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
- how to communicate with the community (adaptation of language, verbal and non-verbal, local language)
- domestic and family violence indicators and procedures for undertaking assessment of client needs
- organisation procedures, practices and standards for:
    - client assessment
    - allocation of services
    - case management
    - interviewing

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    - use of resources
    - programmed intervention
    - referral
    - community involvement
- structural barriers and their impact – institutional racism and their and their effects on people from non-English speaking backgrounds accessing services
- own values and attitudes and their potential impact on clients
- how to communicate with the community (adaptation of language and dialects, verbal and non-verbal, spoken languages, use of interpreters)
- domestic violence and community services and ethno-specific services available and more generalist non-English speaking background services within the local/regional area.

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:
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with people from non-English speaking backgrounds, including those with levels of English requiring use of interpreters.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV006 Counsel clients affected by domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to use counselling and facilitation skills to explore client issues and identify possible options by providing a safe and supportive environment. It includes encouraging clients to be actively involved in seeking their own solutions.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues associated with domestic and family violence within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish confidence	1.1 Review existing case information as the basis for work 1.2 Use interpersonal skills to establish a professional relationship with clients based on confidence and support 1.3 Conduct interviews and interactions with clients in a safe environment and in a participatory and confidential manner 1.4 Show sensitivity to cultural, family and individual differences and any specific needs 1.5 Explain and promote rights and responsibilities of client, their family and worker throughout client contact 1.6 Mutually determine appropriate structures, timeframes and protocols 1.7 Apply organisation standards and procedures and comply with legislative and statutory requirements
2. Explore issues	2.1 Use appropriate questioning to encourage clients to explore and acknowledge their fears, concerns and personal capabilities 2.2 Encourage those who use violence to take personal responsibility for their actions 2.3 Use facilitation skills to encourage exploration of emotions and experiences that will assist in reflection of issues 2.4 Analyse and respond to any indications of risk or threats to safety according to the degree and nature of the risk to client, their family and/or worker 2.5 Explore services and resources to meet needs of client and their family in accordance with organisation standards and procedures 2.6 Provide accurate and relevant information designed to develop awareness and understanding of domestic violence 2.7 Encourage client self- determination by using opportunities which assist clients to identify issues, set personal goals and make informed choices to enhance the safety of the client and their family 2.8 Encourage clients to recognise decisions and changes needed to assist them to achieve their goals 2.9 Acknowledge progress and encourage and support self-management of issues

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3. Identify future directions	3.1 Identify and document future services and support required by the client and plan their delivery in consultation with client, their family and other appropriate people 3.2 Jointly identify client information needs and agree and implement actions to satisfy these as appropriate 3.3 Provide opportunities for client and their family to obtain information and develop skills 3.4 Use questioning and reflection to assist the client to make positive choices and changes as necessary 3.5 Maintain records of participation and progress according to organisation standards and procedures
4. Evaluate own communication	4.1 Reflect on and evaluate own communication with clients 4.2 Recognise the effect of own values and beliefs on communication with clients 4.3 Identify and respond to the need for development of own skills and knowledge

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV006 Counsel clients affected by domestic and family violence	CHCDFV505C Counsel clients affected by domestic and family violence	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and	Not equivalent

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		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV006 Counsel clients affected by domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- counselled and collaboratively developed and documented support plans with at least 3 clients affected by domestic and family violence, using the following interpersonal communication and counselling techniques:
    - attending behaviours – active listening
    - reflection of content, summarising
    - questioning skills – open, closed, simple and compound questions
    - client observation skills
    - noting and reflecting skills
    - providing client feedback
- completed a structured process of self-reflection and evaluation of own communication used during the 3 interactions.

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 workers interacting with clients affected by domestic and family violence, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting

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    - privacy, confidentiality and disclosure and its limitations in domestic and family violence work
    - records management
    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- domestic violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- domestic violence indicators and procedures for undertaking assessment of needs of client and client's family
- counselling techniques that will explore client issues and encourage client's self determination to enhance client and client's family's safety
- respectful strategies that will assist in client self-determination which enhances client and their family's safety
- organisation procedures, practices and standards for:
    - client assessment
    - allocation of services
    - case management
    - interviewing
    - use of resources
    - programmed intervention
    - referral
- groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- self-evaluation practices, including:
    - how to recognise own biases
    - impact of own values on the counselling relationship.

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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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV007 Work with users of violence to effect change

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to work with and engage users of violence to assist them to take responsibility for their violence, and to work towards changing their behaviour and enhancing the safety of their family.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues associated with domestic and family violence within established policies, procedures and guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish and maintain professional relationship	1.1 Review existing case information as the basis for work 1.2 Use interpersonal skills to develop an open, trusting and professional relationship and to allow accurate and relevant exchange of information 1.3 Establish and maintain contact with partner and/or family of users of violence to identify and analyse their needs 1.4 Explain and promote client and worker rights and responsibilities throughout client contact 1.5 Mutually agree and adhere to appropriate structures, timeframes and protocols 1.6 Comply with organisation standards and procedures and with legislative and statutory requirements
2. Assess capacity for change	2.1 Assess motivation and commitment of users of violence to change attitudes, beliefs and behaviour and encourage positive elements and aspects 2.2 Respectfully challenge and constructively address violent behaviour and attitudes condoning violence in an environment that promotes positive client participation 2.3 Identify and assess related issues and factors that impact directly on the user of violence, their partner and family members 2.4 Identify own limitations and strengths in addressing and assessing needs, and respond to them within a supervision framework
3. Encourage personal responsibility	3.1 Challenge users of violence and encourage them to identify their violence and its known and potential effect upon partner and family members 3.2 Encourage users of violence to take responsibility for their actions, to recognise their choices to develop skills and/or knowledge and to develop non-violent and respectful relationships 3.3 Assist users of violence to use personal exploration to identify and address opportunities and obstacles to change their attitudes, beliefs and behaviour 3.4 Assist users of violence to establish realistic goals and strategies to enhance the safety of their partner and family members 3.5 Identify and negotiate the need for specialised services or referral with users of violence and relevant people

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	3.6 Show respect and sensitivity to cultural and family issues and to any individual differences
4. Monitor and review progress	4.1 Monitor progress of the user of violence through self-reflection, partner and family member feedback and critical assessment by the worker and if appropriate, the criminal justice system 4.2 Identify and challenge lack of progress in taking responsibility and any re-use of violence, and develop modified strategies 4.3 Encourage users of violence to establish and maintain networks of support to assist in the development of responsible behaviour 4.4 Identify and allocate additional services and/or support needed according to availability and organisation standards and procedures 4.5 Complete and maintain documentation according to organisation standards and procedures and legislative and statutory requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV007 Work with users of violence to effect change	CHCDFV509D Work with users of violence to effect change	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to	Not equivalent

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		the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV007 Work with users of violence to effect change

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked with at least 3 users of violence and provided appropriate support to family members according to organisation, legal and ethical requirements
- established, documented and monitored agreements with users of violence that include:
    - goals
    - strategies
    - outcomes
- used the following interpersonal communication techniques appropriately with users of domestic violence:
    - questioning and active listening
    - paraphrasing
    - clarifying
    - summarising
    - relationship and rapport building
    - challenging and supportive feedback
    - conflict de-escalation/resolution.

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 workers interacting with users of domestic and family violence, and how these are applied in organisations and individual practice:

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    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of:
        - workers and employers
        - individuals, families, the community and society to minimise or prevent domestic violence
    - specific legislation that applies to domestic and family violence work
    - work role boundaries – responsibilities and limitations
    - work health and safety
- social context of domestic violence, including power and control, motivation for change, gender, child abuse and criminal issues
- behaviour and socialisation theories including those which emphasise that thinking patterns can be changed to give people acceptable and constructive alternatives to harmful behaviour
- groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- internally and externally provided services particularly in the domestic violence field
- respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- theories and concepts of planning and control procedures, resource management and risk management
- interpersonal communication techniques, including:
    - questioning and active listening
    - paraphrasing
    - clarifying
    - summarising
    - relationship and rapport building
    - challenging and supportive feedback

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    - conflict de-escalation/resolution
- potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV008 Manage responses to domestic and family violence in family work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to develop and manage responses to domestic and family violence in family work.

This unit applies to dispute resolution and other practitioners working with significant autonomy and self-direction in the provision of services to families impacted by domestic and family violence, both users and victims.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Analyse the impact of domestic and family violence on family work	1.1 Research and maintain knowledge of the dynamics of domestic and family violence 1.2 Assess and respond to the safety concerns of family members subject to violence 1.3 Recognise and respond to the impact of violent, controlling, intimidating and belittling behaviour on family members 1.4 Identify and respond to the behaviours and tactics of family members who use violence 1.5 Identify and respond to the impact of family domestic work on family workers
2. Work within the legal context of domestic and family violence	2.1 Recognise and analyse the legal frameworks that relate to domestic and family violence 2.2 Ensure familiarity of self and colleagues with relevant legal responses and programs 2.3 Work collaboratively and share information with other agencies and individuals to achieve better outcomes 2.4 Share information about the law and relevant programs in relation to domestic and family violence with clients
3. Implement organisation procedures that support family members to cease violent, controlling, intimidating and belittling behaviour	3.1 Establish a climate in the organisation so that interactions with family members who use violence are characterised by respect, honesty and concern for safety of others 3.2 Identify, evaluate and use accountability frameworks and practices that are relevant to specific clients 3.3 Establish referral practices and make collaboration an integral part of practice 3.4 Make information available about the impact of violence on partners, family members and children
4. Implement organisation procedures to promote safety for family members who are subjected to violence	4.1 Make information available about incidence and prevalence of domestic and family violence 4.2 Make information available about the personal impact of domestic and family violence on individuals

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	4.3 Make information available about the impact of violence on children 4.4 Make processes available for the creation of safety plans 4.5 Build networks with relevant service providers 4.6 Establish a climate in the organisation for appropriate disclosure
5. Align service interventions to specific clients	5.1 Analyse and use relevant family work models that are suitable for domestic and family violence. 5.2 Analyse gender and power relations in family work models and their relationship to domestic and family violence 5.3 Select and use appropriate family work models for different client experiences and issues 5.4 Regularly review impact of interventions on specific clients 5.5 Document interactions and outcomes according to organisation procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV008 Manage responses to domestic and family violence in family work	CHCDFV811C Respond to domestic and family violence in family work	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the	Not equivalent

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		2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV008 Manage responses to domestic and family violence in family work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit according to legal and procedural requirements, and delivered services to at least 3 people affected by domestic and family violence in the workplace
- conducted research into the theoretical perspectives that underpin work with people affected by domestic and family violence, sourcing and analysing information from multiple credible sources
- worked with all of the following people:
    - users
    - victims
    - families
    - colleagues in other services
- used the following skills when working with people affected by domestic and family violence:
    - goal setting and strategy development skills
    - questioning and active listening
    - counselling skills
    - relationship building skills.

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 for the dispute resolution process, and how these are applied in organisations and individual practice:

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    - children in the workplace and child-focused practice
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure, including separate confidentiality strategies
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to domestic and family violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- ways of working collaboratively with other agencies and individuals, including:
    - police
    - legal services
    - allied program staff
- domestic and family violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- types of domestic and family violence, and how these are manifested, including:
    - physical/sexual
    - emotional
    - economic
    - social
- dynamics of domestic and family violence including:
    - power relations and controlling behaviour
    - impact of gender on domestic and family violence

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    - how blame for abuse and violence may be attributed to the person who is subject to the violence leaving them feeling responsible
    - how the use of abuse and violence is often explained and/or excused by external circumstances, such as alcohol, unemployment
- theoretical perspectives that inform domestic and family violence work with people affected by violence, including:
    - those that inform behaviour change programs
    - accountability frameworks
- theories and concepts of planning and control procedures, resource management and risk management
- cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- techniques for dealing with potentially volatile clients and group situations
- own values and attitudes and their potential impact on clients
- potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - information on legal requirements
    - organisation procedures
    - client information
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV009 Establish change promoting relationship with users of domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish the user's willingness to change, confirm the user's responsibilities and work respectfully with the user to plan and monitor changes. This relationship creates the context for the intervention and is constructed within a framework that promotes user responsibility, accountability, self-agency and direction towards change while maintaining a focus on the safety of others.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish willingness to address violent and abusive behaviour	1.1 Analyse existing case information about the user of domestic and family violence as the basis for work 1.2 Use questioning to explore how the user understands and locates the responsibility for their violence and abuse 1.3 Encourage the user of domestic and family violence to recognise the advantages of behaving in ways that are non-violent and non-abusive 1.4 Explore the user's aspirations for future relationships to examine how their violence undermines fulfilment of those aspirations 1.5 Characterise interactions with the user with respect, honesty and a concern for children and partner safety and in accordance with agency/organisation policies and procedures
2. Establish focus on user's responsibility for change and conditions for intervention	2.1 Acknowledge and challenge as the focus for change the user's understanding of the problems their violent and abusive behaviour cause 2.2 Establish a written contract for the intervention which clearly focuses on the user's responsibility, the potential for change and the priority of the safety of children and partners 2.3 Clarify and agree on expectations for mutually respectful behaviours and use of language, including challenging by the worker
3. Use reflective practice to minimise potential for collusion	3.1 Enact and maintain accountability processes throughout the intervention process 3.2 Recognise, resist and challenge instances provided by the user for collusion 3.3 Examine own practices with the user for their potential to replicate dominant behaviours 3.4 Examine own values and attitudes towards constructions of gender to determine the potential for collusion with the user's account of their use of violence and abuse 3.5 Maintain processes that ensure gender accountability between workers
4. Establish respectful and safe practices	4.1 Establish and maintain practices and strategies that are sensitive to the user's experiences in relation to membership of a minority culture or experiences of injustice

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	4.2 Acknowledge respectfully the user's experiences of injustice, victimisations, prejudice or discrimination while ensuring that any attribution of causality or responsibility for abusive practices to these experiences is challenged 4.3 Assist the user to seek and acknowledge evidence of respectful, just and equitable values and practices in their culture
5. Provide opportunities for the user to plan, initiate and monitor changes	5.1 Encourage the user to make and implement realistic plans to cease all forms of violent and abusive behaviour 5.2 Provide opportunities for the user to demonstrate their responsible and respectful behaviour 5.3 Encourage the user to establish and maintain active involvement in ongoing networks of support for responsible and respectful behaviour

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV009 Establish change promoting relationship with users of domestic and family violence	CHCDFV814B Establish change promoting relationship with users of domestic and family violence and abuse	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV009 Establish change promoting relationship with users of domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked intensively to establish relationships with at least 3 different users of domestic and family violence to assist them to change, including:
    - making a critical assessment of willingness to change
    - drafting a written contract for each intervention that clearly focuses on the user's responsibility, the potential for change and the priority of the safety of children and partners
    - monitoring and critically evaluating changes in the light of information from a variety of sources, including:
        - the user
        - user's family members
        - colleagues
- used the following counselling skills and violence intervention models:
    - challenging/confrontation
    - negotiation
- undertaken a structured process of reflection to minimise collusion based on work with 3 users of domestic and family violence.

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 for domestic and family violence work, and how these are applied in organisations and individual practice:
    - codes of conduct

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    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries including issues surrounding potential collusion
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to domestic and family violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- current and emerging domestic and family violence theory and practice
- gender analysis of domestic violence
- tactics and politics of abuse
- restrictive constructions of masculinity
- theories of change
- types of user responsible and respectful behaviour, including:
    - self responsibility
    - self reliance
    - self confrontation
    - separateness/independence from partner
- supervision and debriefing models in community services
- collaborative practice in working with users of domestic and family violence, including benefits, different models and opportunities
- self knowledge, including own biases and the potential impact on work practices.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:

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- scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV010 Promote accountability and assist users of domestic and family violence to accept responsibility

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assist users of domestic and family violence to accept their responsibility to cease all forms of violence and abuse, accept the consequences of their behaviour and understand the impact of this behaviour on those experiencing their abuse and themselves. The established basis for the intervention is the safety of people experiencing domestic and family violence with the recognition that users of domestic and family violence are solely responsible for their behaviour and that they can choose to relate respectfully to partners and children.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish the accountability frameworks within which the intervention takes place	1.1 Analyse existing case information about the user of domestic and family violence as the basis for work 1.2 Use questioning to explore understanding of the users of domestic and family violence of how and to whom they are accountable for behaviour 1.3 Discuss with the user of domestic and family violence the public context and potential criminal consequences of behaviour 1.4 Establish a clear understanding with the user of domestic and family violence of the framework which promotes recognition of their accountability for behaviour
2. Assess motivation for change	2.1 Explore with the user their understanding and history of how they came to be currently involved in contact with the worker/service/agency 2.2 Engage the user to explore their current dominant internal and external motivations for change 2.3 Use questions to explore blame, minimisation and denial to analyse the user's level of ownership of responsibility for use of violence and abuse 2.4 Examine steps that may have been taken and/or future plans to determine the extent to which they support the user's choice to act in respectful ways 2.5 Examine intensively the user's commitment to partner and children's safety and their willingness to comply with court orders
3. Address issues relating to child protection	3.1 Explore issues relating to the safety of children in contact with the user of domestic and family violence 3.2 Invite the user of domestic and family violence to identify and assess the impact of their actions on children in order to encourage a commitment to child safety 3.3 Clearly explain and emphasise to the user of domestic and family violence the need to comply with agency/interagency policy/protocols and laws relevant to the safety of children in issues relating to limited confidentiality 3.4 Establish ongoing and effective linkages with relevant agencies/service providers to initiate and/or support child protection actions and strategies

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4. Assist the user of domestic and family violence to develop awareness of choices	4.1 Contrast the user's understandings of the impact of violence and abuse with their goals for change 4.2 Assist the user to understand the impact of their violence and abuse on children and partners 4.3 Explore the user's beliefs, thoughts and decisions to assist them to develop an understanding of how they contribute to their behaviour 4.4 Assist user to recognise a range of choices and outcomes that are non-oppressive and non-violent 4.5 Demonstrate respect for potential for change and reflect this in interactions
5. Monitor and evaluate change in the users of family and domestic violence	5.1 Establish and document a contract with the user to employ choices and strategies that are non-oppressive and non-violent 5.2 Establish processes with the criminal justice system and engage in ongoing communication 5.3 Continually assess the willingness of users of domestic and family violence to acknowledge and accept the consequences of their behaviour 5.4 Assess the attendance and participation of user of domestic and family violence for indicators of their accountability for behaviour 5.5 Monitor and document compliance with any legal orders and/or current legal proceedings relating to others and act according to agency/organisation guidelines or statutory requirements 5.6 Assess change in user by their self-reporting, others' experience of their behaviour and worker observation 5.7 Evaluate change in the user using procedures that are consistent with the goals of intervention 5.8 Intensively analyse information from a range of stakeholders to assess and monitor progress against goals
6. Critically reflect on own interactions and behaviour within the intervention	6.1 Regularly undertake supervision including peer observation and review of work practices to obtain feedback on performance 6.2 Monitor and assess risk to own safety throughout the intervention and report any threats to personal safety according to agency/organisation policies and procedures

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	6.3 Identify and act upon any practices that may diminish the user's attempts to take full responsibility for violence and abuse 6.4 Participate in on going activities to maintain competence including evidence-based, good practice approaches to working with users

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV010 Promote accountability and assist users of domestic and family violence to accept responsibility	CHCDFV812B Assist users of domestic and family violence to accept responsibility for their behaviour	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV812B/CHCDFV813B. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCDFV010 Promote accountability and assist users of domestic and family violence to accept responsibility	CHCDFV813B Promote accountability of users of domestic and family violence and abuse	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV812B/CHCDFV813B. Minimal changes to the	Not equivalent

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		elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV010 Promote accountability and assist users of domestic and family violence to accept responsibility

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked intensively with at least 3 different users of domestic and family violence to assist them to individually acknowledge their responsibility for their violent and abusive behaviour, including:
    - making a critical assessment of motivation for change
    - working to develop awareness of choices in the user
    - monitoring compliance and critically evaluating changes in the light of information from a variety of sources, including:
        - the user
        - user's family members
        - colleagues in the criminal justice system
    - preparing reports that reflect the complexity of work with users of domestic and family violence
- used the following counselling skills and violence intervention models:
    - challenging / confrontation
    - negotiation
- undertaken a structured process of evaluation and reflection on interventions based on work with 3 users of domestic and family violence and integration of evidence based practice approaches.

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:

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- legal and ethical considerations for the domestic and family violence work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner / client boundaries
    - privacy, confidentiality and disclosure, including limited confidentiality rationale and processes
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to domestic and family violence, including the following types of legal orders:
        - apprehended violence orders (AVO)
        - domestic violence orders (DVO)
        - violence restraint orders (VRO)
        - probation and parole orders
        - interstate orders (ISO)
        - child protection orders
        - family court orders
    - criminal justice system in terms of its relationship/interactions with users of domestic and family violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- current and emerging domestic and family violence theory and practice
- social justice theory relating to domestic violence
- theories of human and social development and relationship to domestic and family violence
- theories around masculinities and dominant cultures and role in domestic and family violence
- issues that may be present or are explored in working with users of domestic and family violence, including:
    - user blaming, minimisation and denial of their actions
    - user attributions of responsibility for their behaviour

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    - user ideas in relation to provocation
    - location of the user's violence as a choice, not psychological limitations, illness, stress, a life crisis or substance abuse
    - user minimisation and inconsistencies with other accounts about their use of violence and abuse
    - user minimisation of the history, existence, seriousness and frequency of violent actions
    - user minimisation of the impact of their violence/abusive behaviour
- internal and external motivators for change, and how to work with these, including
    - internal:
        - feelings of shame, guilt, remorse, regret, frustration, sadness,
        - manipulative and coercive behaviour for resumption of relationship with partner, and/or children
        - preference for non-violent and respectful relating with others
        - desire to break historical patterns in family of origin
        - desire for personal change and development
    - external:
        - pressures/coercion from statutory authorities (e.g. prison)
        - loss of relationship
        - community/family/cultural/religious pressures/status (e.g. employment, social standing)
- how to establish a contract for change
- integrated violence intervention models
- supervision and debriefing models in community services
- collaborative practice in domestic and family violence, including benefits, different models and opportunities
- self knowledge, including own biases and the potential impact on work practices.

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:
    - client information
    - court orders
    - organisation policies and procedures
- modelling of industry operating conditions, including:

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- scenarios that involve complex interactions and problem-solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV011 Establish and maintain the safety of people who have experienced domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to work with the user of domestic and family violence with a focus on promoting the safety of others. It includes the ability to establish linkages between referring agencies, services providers, and statutory agencies including the criminal justice system to prioritise safety.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish and maintain the safety of other people as the primary focus	1.1 Analyse existing case information about the user of domestic and family violence as the basis for work 1.2 Explain and reinforce during the period of the intervention the key principles which place the safety of other people as the primary focus 1.3 Recognise and share information relevant to the safety of other people with agencies and workers throughout the intervention 1.4 Assess all interventions with the user for their impact on the safety of other people 1.5 Document and prepare case notes for the user that makes specific reference to issues affecting the safety of others
2. Make a responsibility assessment	2.1 Explain the rationale for assessment to the user in terms of its contribution to enhancing the safety of other people 2.2 Evaluate the user's acceptance of responsibility for their actions 2.3 Explore issues of blame, minimisation and denial with the user in order to analyse ownership of responsibility for the violence and abuse 2.4 Identify, encourage and strengthen indicators which demonstrate acceptance of responsibility with the user 2.5 Identify in case notes areas where responsibility has been demonstrated, details of the user's goals for behaviour change and the agreed processes for change
3. Undertake ongoing risk assessment	3.1 Assess risk to safety of other people during every contact with the user 3.2 Engage and explore with the user to whom or what they attribute responsibility for use of violence and abuse 3.3 Reappraise over the period of the intervention current and previous behaviours and levels of risk as indicators of future risk 3.4 Record and act upon, in accordance with policy, discrepancies between the user's account of their potential for violence and abuse and the account of risks to others safety and other workers 3.5 Assess behaviour for evidence of recognition of responsibility and actions in minimising risk to the other people

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4. Develop processes to support limited confidentiality	4.1 Provide to relevant stakeholders, a clear and comprehensive written explanation of the limits to confidentiality 4.2 Obtain written acceptance of the parameters and need for limited confidentiality from the user 4.3 Take action in response to risk according to documented protocols relating to safety of others 4.4 Maintain, over the period of the intervention, processes to respond to threats to the safety of other people
5. Establish processes for involvement of partners and children	5.1 Monitor work practices to ensure that they are consistent with statutory processes and services that promote safety of all people 5.2 Make reasonable efforts to contact the partner and children experiencing the domestic and family violence and abuse and offer information and support 5.3 Offer those that have experienced the violence and abuse opportunities to provide information to inform the intervention 5.4 Explain to those people who have experienced the violence and abuse that contact does not place them under any obligation

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV011 Establish and maintain the safety of people who have experienced	CHCDFV815B Establish and maintain the safety of people who have experienced	This version was released in CHC Community Services Training Package release 3.0 and meets	Not equivalent

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domestic and family violence	domestic and family violence	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. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDFV011 Establish and maintain the safety of people who have experienced domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked intensively with at least 3 different users of domestic and family, including:
    - establishing and maintaining the safety of other people as the primary focus of the intervention
    - conducting an assessment of responsibility with the user
    - conducting and documenting initial and ongoing risk assessment
    - developing and documenting processes to support limited confidentiality
    - establishing processes for intervention to be informed by:
        - partners
        - children
    - preparing reports and case notes that reflect the complexity of practices and processes used in work with users of domestic and family violence
- collaborated with other services, including the criminal justice system
- used the following counselling skills and violence intervention models:
    - challenging/confrontation.

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 for the domestic and family violence work, and how these are applied in organisations and individual practice:
    - codes of conduct

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- discrimination
- duty of care
- human rights
- mandatory reporting
- practitioner/client boundaries
- privacy, confidentiality and disclosure, including limited confidentiality rationale and processes
- records management
- rights and responsibilities of workers, employers and clients
- specific legislative frameworks that apply to domestic and family violence, including the following types of legal orders:
  - apprehended violence orders (AVO)
  - domestic violence orders (DVO)
  - violence restraint orders (VRO)
  - probation and parole orders
  - interstate orders (ISO)
  - child protection orders
  - family court order
- work role boundaries – responsibilities and limitations
- work health and safety

- current and emerging domestic and family violence research, theory and practice
- principles for working with user of domestic and family violence who behave violently and abusively
- tactics and dynamics of violence and abuse
- principles of good practice in relation to providing integrated services for working with users of domestic and family violence and abuse
- domestic and family violence assessment instruments and how they are used
- intervention models and practices
- gender and power issues/politics of abuse
- inter and intra agency protocols and policies (needs more)
- collaborative practice in domestic and family violence, including benefits, different models and opportunities
- principles of risk assessment in domestic and family violence
- self knowledge, including own biases and the potential impact on work practices.

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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:
    - client information
    - risk assessment tools
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV012 Make safety plans with people who have been subjected to domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess the vulnerabilities of people who have been subjected to domestic and family violence, and to work collaboratively with those people to develop implement and review safety plans.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assess vulnerabilities and their impact on safety	1.1 Analyse existing case information about the user of domestic and family violence as the basis for work 1.2 Recognise and support the challenges of disclosure and planning for individuals within the dynamics of domestic and family violence 1.3 Identify the impact of diversity and community obligations on the client's ability to make safety plans 1.4 Recognise the complexity of multiple vulnerabilities in the context of, and potentially caused by, domestic and family violence
2. Implement safety planning procedures	2.1 Recognise and respond to the impact of dynamics of domestic and family violence on the safety planning process 2.2 Clarify the specific safety concerns of the client through questioning and exploration 2.3 Identify safety concerns for children and the child protection issues that need to be addressed 2.4 Collaboratively create and document safety plans that address concerns and include clear forward actions 2.5 Identify where situations require other sources of assistance or intervention and make appropriate referrals
3. Review safety planning procedures	3.1 Analyse and respond to the variables in safety plans 3.2 Pro-actively obtain feedback from clients and colleagues about the effectiveness of safety plans 3.3 Use professional networks and collaboration to inform reviews of safety plan effectiveness 3.4 Modify safety planning processes in response to feedback

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV012 Make safety plans with people who have been subjected to domestic and family violence	CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV012 Make safety plans with people who have been subjected to domestic and family violence

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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 and documented safety plans that take account of legal requirements and specific vulnerabilities, with and for at least 3 people who have been subjected to domestic and family violence
- reviewed at least 2 different safety plans based on client and broader network feedback
- used interpersonal communication skills to establish and maintain trusting relationships, including:
    - questioning
    - active listening
    - paraphrasing
    - clarifying
    - summarising
    - rapport building.

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 for the domestic and family violence work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights

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    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure, including limited confidentiality rationale and processes
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to domestic and family violence, including child protection
- domestic violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of domestic and family violence
    - dynamics of domestic and family violence
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- diversity groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- theoretical perspectives informing domestic and family violence work with people affected by violence
- theoretical perspective informing behaviour change programs which emphasise accountability, responsibility, people's capacity for behaviour change and moves towards acceptable and constructive alternatives to harmful behaviour
- potential vulnerabilities of people who have been subjected to domestic and family violence, and appropriate responses, including:
    - alcohol and other drug issues
    - disabilities
    - lack of care for self
    - limited literacy
    - limited sense of future
    - mental health difficulties
    - parenting difficulties
    - poverty
    - social isolation

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- types of community obligations and their impact on safety planning, including:
    - cultural commitments to people within and beyond their family
    - employment commitments
    - parenting responsibilities
    - social and cultural responsibilities
- respectful strategies that will assist clients to take steps toward safety
- theories and concepts of planning and control procedures, resource management and risk management
- techniques for dealing with stressed and traumatised clients
- own values and attitudes and their potential impact on clients
- potential obstacles and opportunities for clients that may impact on safety planning.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV013 Manage domestic and family violence screening and risk assessment processes

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish, monitor and review domestic and family violence screening and risk assessment processes in an organisation.

This unit applies to workers who operate with significant autonomy in therapeutic professional service and leadership roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish screening and risk assessment procedures	1.1 Access, interpret and use sources of current research and best-practice models of domestic and family violence practice 1.2 Identify and analyse risk for clients of the service in relation to domestic and family violence 1.3 Analyse work practices that may contribute to risk for clients 1.4 Analyse the impact of client diversity on screening and risk assessment procedures 1.5 Use consultation and collaboration in the analysis and development process 1.6 Determine screening and risk assessment procedures appropriate for the organisation based on analysis with client safety as priority focus 1.7 Determine staff roles appropriate to conduct either screening and/or risk assessment 1.8 Select or develop appropriate screening and/or risk assessment tools
2. Develop organisation consistency	2.1 Develop and document administrative processes and tools that support consistency of application in the organisation and client safety 2.2 Provide information to staff about screening and risk assessment procedures 2.3 Provide information to staff on use of specific screening and risk assessment tools 2.4 Integrate and document systems that support referral for maximisation of client safety
3. Review screening and risk assessment practices	3.1 Discuss and collaboratively review decisions in relation to risk assessment 3.2 Seek feedback from internal and external colleagues 3.3 Analyse impacts and outcomes of screening and risk assessment for clients, staff and other stakeholders 3.4 Identify and consider current and emerging practice and research in the process of review 3.5 Adjust and amend work practices as part of a process of ongoing improvement

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV013 Manage domestic and family violence screening and risk assessment processes	CHCDFV817B Manage domestic and family violence and abuse screening and risk assessment processes	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV013 Manage domestic and family violence screening and risk assessment processes

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used critical thinking, analysis, collaboration and writing skills to develop, document and review domestic and family violence risk assessment processes for at least 1 organisation, that include:
    - safety as the priority focus
    - documented analysis of factors affecting process development
    - procedures and processes that support consistency within the organisation, including assessment tools
    - processes and strategies for collaborative evaluation and modification.

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 for the domestic and family violence work, and how these are applied in organisations and individual practice:
    - children in the workplace and child-focused practice
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure, including limited confidentiality rationale and processes

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    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to domestic and family violence work strategies, including:
        - child protection
        - family law
        - domestic and family violence
    - work role boundaries – responsibilities and limitations
    - work health and safety
- domestic violence and its context, including:
    - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
    - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- current and emerging domestic and family violence theory and practice
- key areas of diversity within client groups, how these may give rise to particular risks and ways to respond in systemic ways:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender and intersex
    - generational
    - sexual identity
- impacts and risk factors associated with:
    - alcohol and other drugs abuse
    - mental health issues
    - problem gambling
    - trauma
- theories, principles and practices of:
    - risk management
    - strategic and operational planning and evaluation
    - work organisation

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    - resource management
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

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:
    - sources of research and best practice models for domestic and family violence work
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex problem solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDFV014 Provide programs for people who have been subjected to domestic and family violence

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* 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. Significant changes to knowledge evidence. Supersedes CHCDFV818C

Application

This unit describes the skills and knowledge required to work collaboratively with people to acknowledge and explore complex issues and concerns associated with their experience of domestic and family violence, and then to address those concerns.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Engage person in a supportive process	1.1 Analyse existing case information about the user of domestic and family violence as the basis for work 1.2 Establish an appropriate physical space that conveys safety and privacy 1.3 Establish trust and collaboration with the person who has been subjected to family violence, including explanation of the process 1.4 Use engagement and questioning techniques that invite the person to share their perspectives and concerns 1.5 Maintain an ethical relationship with the person with appropriate boundaries 1.6 Attend to the appropriate cultural context for the client
2. Acknowledge the seriousness of domestic and family violence on individual well being	2.1 Convey messages that acknowledge the traumatic impact of domestic and family violence 2.2 Listen for the specific safety concerns of the person involved 2.3 Interrupt self-blame using supportive communication techniques 2.4 Recognise how the dynamics of domestic and family violence have impacted the person's ability to make decisions and plan 2.5 Recognise how the health status of the person has been impacted by domestic and family violence
3. Prioritise safe interventions	3.1 Clarify the current situation and circumstances of the person and their dependents 3.2 Clarify the client's perception of safety 3.3 Manage dynamics of power in worker client relationship using interpersonal skills 3.4 Prepare a safety plan with the client based on identified needs

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	3.5 Provide accurate and current legal information according to the person’s needs 3.6 Identify the need for, and action referrals according to organisation procedures
4. Identify and explore presenting problems	4.1 Encourage the person to describe the presenting problems and explore their understanding of their concerns 4.2 Encourage the person to notice and discuss their concerns in relation to associated behaviours or situations 4.3 Elicit the person’s understandings of attempts to manage their concerns in the past 4.4 Encourage the person to describe actions they have taken to resist, minimise and avoid violence 4.5 Encourage the person to describe relationships of respect and trust they have experienced 4.6 Elicit the person’s understanding of ways to build respectful and trusting relationships
5. Attend to practical concerns	5.1 Explore safe accommodation options for the person 5.2 Collaboratively identify and explore the concerns and issues that impact on the person’s situation and life 5.3 Collaboratively explore the person’s support networks and sources of assistance 5.4 Make relevant referrals according to organisation policies and procedures and the person’s specific needs
6. Promote realistic and achievable actions that support safety	6.1 Recognise and work with the impact of diversity and cultural obligations on the client's ability to change their circumstances 6.2 Recognise and work with the significance of the client's perception and assessment of safety 6.3 Recognise the client's ability to take appropriate actions in the timing most appropriate for the individual involved 6.4 Support and encourage actions that promote the individual's control of their situation

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV014 Provide programs for people who have been subjected to domestic and family violence	CHCDFV818C Provide programs for people who have been subject to domestic and family violence	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDFV014 Provide programs for people who have been subjected to domestic and family violence

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* 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. Significant changes to knowledge evidence. Supersedes CHCDFV818C

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:

- provided effective interventions and developed and documented plans for at least 5 different clients who have been subjected to domestic and family violence
- explored the full range of practical considerations, including:
    - financial issues
    - legal issues
    - work related issues
    - support networks and assistance
- matched intervention modalities and techniques to clients needs, goals, and values, using each of the following on at least 1 occasion:
    - cognitive behaviour therapy
    - solution-focused
    - narrative
    - image
    - systemic.

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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 for the domestic and family violence work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure, including limited confidentiality rationale and processes
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to domestic and family violence, including:
        - family law
        - child protection
        - domestic violence
    - work role boundaries – responsibilities and limitations in a therapeutic relationship
    - work health and safety
- individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
- strengths, limitations, and contraindications of specific therapy models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- the development of theories of intervention
- difference between supportive and interventionist counselling
- counselling models, their principles and how they are used, including:
    - cognitive behaviour therapy
    - solution focused
    - narrative

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    - image
    - systemic
- how to distinguish between content and process issues
- timing and appropriate termination of counselling
- group work models and how they are used
- advocacy, community work and community development models
- issues affecting family relationships and their impacts and dynamics, including:
    - domestic and family violence
    - all abuse types
    - mental health
    - disability
    - post-traumatic stress disorder
    - socioeconomics
    - inter- generational issues
- dynamics of intimate relationships
- complex interpersonal interactions, power in relationships, abuse and conflict
- support groups available to people who have lived with family violence
- issues the affect different groups in the community
- own values, family of origin work.

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:
    - client information
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions and problem solving with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDIS001 Contribute to ongoing skills development using a strengths-based approach

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 assist with supporting the ongoing skill development of a person with disability. It involves following and contributing to an established individual plan and using a positive, strengths-based approach.

This unit applies to individuals who work with people with disability in a range of community services and health contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element **Elements define the essential outcome**	**PERFORMANCE CRITERIA** *Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Contribute to skills assessment	1.1 Observe the person's skills and competencies in a manner that respects the rights of the person 1.2 Support the engagement of family and/or carers and/or relevant other in the skills assessment 1.3 Record all observations accurately and objectively in consultation with supervisor and using terms that can be clearly understood 1.4 Provide feedback to supervisor about any changes in the person's demonstration of skills in different environments and any changes in the person's status likely to impact on skills development
2. Assist with ongoing skills development according to individualised plan	2.1 Encourage the person with disability to engage as actively as possible in all activities and provide them with information, skills and support to do so 2.2 Interpret and follow skills development strategies identified in the individual plan 2.3 Encourage and assist the person to identify personal strengths and personal goals for ongoing skill development 2.4 Provide support for the person to identify resources to complement strengths 2.5 Provide positive support to mobilise strengths and to encourage ongoing development and application of skills for personal development 2.6 Provide constructive feedback to the person in an appropriate and respectful way 2.7 Discuss any difficulties experienced in implementing skills development activities with the person or relevant others 2.8 Monitor strategies to determine effectiveness and level of engagement in activities in consultation with supervisor

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3. Support incidental learning opportunities to enhance skills development	3.1 Provide encouragement in real-life situations that can act as potential informal or incidental learning opportunities 3.2 Use positive approaches and strategies to promote enjoyment and maximise engagement 3.3 Withdraw support to an appropriate level to encourage experiential learning in consultation with supervisor
4.Complete documentation	4.1 Comply with the organisation's reporting requirements 4.2 Maintain documentation according to organisation’s requirements

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS001 Contribute to ongoing skills development using a strengths-based approach	CHCDIS323A Contribute to skill development and maintenance	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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		Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDIS001 Contribute to ongoing skills development using a strengths-based approach

Modification History

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

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:

- contributed to ongoing skills development, using a strengths-based approach, for at least 3 people with disability

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:

- current practices, philosophies and theories, including:
    - the social model of disability
    - the impact of social devaluation on an individual's quality of life
    - competency and image enhancement as a means of addressing devaluation
    - practices which focus on the individual person
    - strengths-based practice
    - active support
    - person-centred practice
    - community education and capacity building
- concepts of vulnerability, power, independence and interdependence
- assessment processes relating to ongoing skills development

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- assessments processes and protocols used by the organisation or service
- communication needs, strategies and resources
- principles of access and equity
- legal and ethical considerations for working with people with disability:
    - duty of care
    - dignity of risk
    - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
    - privacy, confidentiality and disclosure
- tools, equipment and other resources used in the learning process
- various teaching and learning strategies
- strategies for identifying and maximising informal learning opportunities
- services and resources available to people with special needs
- prompting, principles of prompting and fading prompting
- strategies to create independence
- reinforcing techniques and when and how to use them
- motivators, de-motivators and blocks to learning
- incidental learning and the importance of recognising opportunities for learning

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:
    - individualised plans and any relevant equipment outlined in the plans
    - information/documentation associated with individualised plans
- modelling of industry operating conditions, including access to people with disability

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDIS002 Follow established person-centred behaviour supports

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 implement behaviour support strategies outlined in an individualised behaviour support plan for a person with disability.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

ELEMENT *Elements define the essential outcome*	**PERFORMANCE CRITERIA** *Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Apply a person-centred approach to minimise behaviours of concern	1.1 Support the person to maintain their activities of daily living in accordance with organisation policies and procedures and the individualised behaviour support plan 1.2 Consider the person's individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines 1.3 Identify problems with engaging or motivating the person and seek appropriate assistance 1.4 Provide a safe environment for the person conducive to positive and adaptive responses
2. Review context of behaviours of concern	2.1 Recognise behaviours of concern outlined in the individualised behaviour support plan 2.2 Consider what happened before, during and after the behaviour of concern 2.3 Consider the type, frequency and triggers of the behaviour 2.4 Consider environmental factors in the context of the behaviour 2.5 Consider the person's emotional well-being in the context of the behaviour 2.6 Consider the person's health status in the context of the behaviour 2.7 Consider the person's medication in the context of the behaviour 2.8 Record all observations accurately and objectively in consultation with supervisor using terms that can be clearly understood
3. Provide positive behaviour support according to	3.1 Recognise the difference between appropriate and inappropriate interventions when addressing behaviours of concern

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individualised behaviour support plan	3.2 Interpret and follow behavioural support strategies 3.3 Ensure that all interventions are in line with the plan and organisation policies and procedures 3.4 Follow organisation procedures to ensure safety of the person, self and other people 3.5 Respond to critical incidents in accordance with organisation's intervention and notification procedures 3.6 Monitor strategies to determine effectiveness in consultation with supervisor 3.7 Identify and report changes in person's needs and behaviours in consultation with supervisor 3.8 Follow referral procedures in consultation with supervisor
4. Complete documentation	4.1 Comply with the organisation's reporting requirements 4.2 Maintain documentation according to organisation's requirements

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS002 Follow established person-centred behaviour supports	CHCICS305B Provide behaviour support in the context of individualised plans	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

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		Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDIS002 Follow established person-centred behaviour supports

Modification History

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

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:

- provided positive support in response to at least 3 different situations of behaviours of concern
- responded to at least 1 critical incident relating to adverse behaviour in accordance with individualised behaviour support plan and organisation’s policies and procedures

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:

- principles and practices of positive behaviour support which focuses on the individual person
- the social model of disability
- the impact of social devaluation on an individual's quality of life
- positive lifestyle enhancement strategies, including:
    - positive reinforcement
    - motivation
    - stress management
    - engagement in meaningful activities
    - support relationships

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    - nutrition
    - environmental and systems improvement
- organisation policies and procedures relating to behaviour management, including:
    - critical incidents
    - accident and incident reporting
    - restrictions on the use of aversive procedures
- principles of effective communication and ways to implement these to minimise behaviours of concern
- indicators that people have unmet needs
- factors that may contribute to behaviours of concern, including:
    - physical
    - emotional
    - environmental
    - medications
- specialist services and referral options
- legal and ethical considerations for working with people with disability:
    - codes of conduct
    - dignity of risk
    - duty of care
    - human rights, including the *united nations convention on the rights of persons with disabilities* (UNCRPD)
    - constraint
    - imprisonment
    - abuse
    - practice standards
    - work safety and health

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:

- modelling of industry operating conditions, including:
    - scenarios that present behaviours of concern that occur in real work environments
    - individualised behaviour support plans

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- the organisation's policies and procedures in relation to behaviours of concern and critical incidents

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDIS003 Support community participation and social inclusion

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person's needs and preferences.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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 opportunities for community participation and social inclusion	1.1 Assist in identifying interests, abilities, preferences and requirements of the person with disability to engage with a social network 1.2 Provide information on community participation options, networks and services to meet the needs, wants and preferences of the person with disability 1. 3 Identify and access appropriate community participation resources, programs, agencies, transport services, aids and equipment according to the person's preferences and needs 1.4 Recognise and accommodate the cultural and religious needs of the person with disability
2. Implement strategies for community participation and inclusion according to the individualised plan	2.1 Assist the person to identify and access community options that will meet needs identified in their individualised plan 2.2 Support the person to access opportunities to establish connections through shared interests 2.3 Seek feedback from the person with disability, family and/or carers and/or relevant others and/or colleagues and/or supervisor to ensure that the support continues to meet the current and changing needs and preferences of the person 2.4 Ensure strategies for community participation and social inclusion are regularly reviewed with the person and supervisor to enable positive outcomes 2.5 Monitor level of engagement in consultation with supervisor
3. Identify, address and monitor barriers to community participation and social inclusion	3.1 Recognise physical, skill and other barriers to community participation and social inclusion 3.2 Collaborate with the person with disability to identify solutions to overcome barriers, in consultation with supervisor

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	3.3 Support the person to implement strategies to address barriers to community participation according to their individualised plan 3.4 Monitor the success of strategies to address barriers in consultation with the person and supervisor 3.5 Recognise own limitations in addressing issues and seek advice when necessary

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS003 Support community participation and social inclusion	CHCDIS322A Support community participation and inclusion	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDIS003 Support community participation and social inclusion

Modification History

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

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:

- supported at least 1 person with disability, by working with them to identify skills and interests and find matching options within the broader community

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:

- rights and responsibilities of people with disability
- principles of:
    - strengths-based practice
    - person-centred practice
    - community inclusion and best practice examples
- strategies for strengthening options, networks and services for people with disability
- local agencies and services, and resources to obtain community information about sporting, cultural and specific-interest groups
- active citizenship and what this means for people with a disability
- role of carers and/or families and/or relevant others

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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:
    - individualised plans and any relevant equipment outlined in the plan
    - access to details of appropriate and local resources, programs, agencies, transport services, aids and equipment

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDIS004 Communicate using augmentative and alternative communication strategies

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change 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 communicate with people who have complex communication needs through effective use of Augmentative and Alternative Communication (AAC) strategies and systems.

AAC refers to methods that replace or supplement speech to address the needs of people whose oral speech skills limit their ability to meet their participation and communication needs.

AAC systems comprise communication aids, symbols, strategies, and techniques and methods that may be aided or unaided.

This unit applies to disability support work in a variety of contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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 the current communication capacity and needs of the person	1.1 Work in collaboration with the person, family and/or carer and/or relevant other, to identify communication needs 1.2 Use appropriate supports to aid the person's current communication capacity 1.3 Document the outcomes of this process in line with organisation procedures 1.4 Consult with additional people including family and/or carers and/or relevant others as required 1.5 Make appropriate referrals to professionals and other service providers as required in consultation with supervisor
2. Develop effective AAC strategies	2.1 Provide information to relevant professional/s about the person with disability in relation to their likes/dislikes, daily activities and current communication needs 2.2 Develop communication strategies to meet individual needs and level of communication, considering the person's history and preferences and in consultation with relevant senior staff/professionals 2.3 Adjust available tools and programs to address individual needs and preferences 2.4 Seek advice from other staff and relevant others as required and work within scope of practice
3. Implement AAC strategy	3.1 Use different strategies and devices in AAC 3.2 Document communication support strategies in the person's individualised plan 3.3 Organise the environment to optimise communication opportunities

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	3.4 Reinforce communication by timely and appropriate response 3.5 Identify difficulties experienced by the person when communicating and respond to difficulties within own work role and responsibilities 3.6 Refer difficulties outside own role and responsibilities to appropriate person 3.7 Provide practice opportunities and information to the person to maintain consistency in their use of communication strategies and encourage contact with other users or support persons
4. Monitor, report and review communication strategies	4.1 Set up and maintain reporting and recording system to assist with monitoring and review 4.2 Review reporting and recordings to monitor success of communication strategies and make changes as required in consultation with senior staff/professionals 4.3 Identify barriers to the effective use of AAC strategies and devices 4.4 Work with other relevant people to overcome the barriers 4.5 Implement any modifications to communication strategies and devices 4.6 Identify opportunities to increase communication vocabulary 4.7 Maintain accurate written records according to established directions and within organisation protocols

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS004 Communicate using augmentative and alternative communication strategies	CHCDIS411A Communicate using augmentative and alternative communication strategies	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDIS004 Communicate using augmentative and alternative communication strategies

Modification History

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

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 effective AAC strategies for at least 1 person with complex communication needs

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:

- definitions of communication and different mechanisms people use to communicate
- how people with disabilities may communicate and how to facilitate/support their communication
- principles and practices of AAC
- basic AAC strategies and their correct use for the person’s level of communication
- basic steps in the process for assessing an individual’s needs for the use of AAC
- causes and conditions associated with communication impairment, including stroke and acquired brain injury (ABI)
- cross cultural communication protocols
- roles and functions of different professionals in the development, implementation and maintenance of AAC strategies and devices
- available range of communication aids and their correct use

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- work role boundaries – responsibilities and limitations

Assessment Conditions

Skills must have been demonstrated in the disabilities workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person with disability. The following conditions must be met for this unit:

- access to AAC devices
- access to individualised plans and any equipment outlined in the plan
- access to relevant organisation policies and procedures relating to AAC

The candidate must demonstrate their skills with at least 1 person with a communication disability.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIS005 Develop and provide person-centred service responses

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to develop, implement and monitor service responses with a person with disability. Work is undertaken within a legislative and ethical framework to ensure the provision of high quality, person-centred service delivery which supports the person's aspirations, needs, rights and interests.

This unit applies to workers in varied disability service contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs**.**

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Work with the person to develop and implement person-centred responses	1.1 Collaborate with the person with disability and/or their family and/or carer and/or relevant others in actively developing responses that meets the individual's aspirations, needs, rights and preferences 1.2 Put in place mechanisms to ensure the person's support information is accurately recorded, maintained and applied to future support activities and responses 1.3 Develop the required responses that cater to individual differences, rights, needs and preferences 1.4 Communicate the needs of the person to family and/or carer and/or relevant others as appropriate 1.5 Make available appropriate resources 1.6 Seek provision of services from other workers or agencies as required 1.7 Maintain all relevant documentation relating to the person and the service delivery and communicate in accordance with organisation procedures
2. Review and monitor person-centred responses	2.1 Review and measure effectiveness of responses in meeting the person's needs and preferences, in consultation with the person, family and/or carer and/or relevant other 2.2 Identify and take action to improve areas of the responses that have not met the person's needs and preferences 2.3 Ensure changes to service delivery are within policy and budgetary frameworks 2.4 Modify specified aspects of service delivery as required, to meet changing service requirements and the needs and preferences of the person with disability 2.5 Identify potential training opportunities for the person to meet their changing needs

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	2.6 Ensure changes to service are within procedural and legislative requirements and maintain high standards of delivery
3. Provide service delivery within a quality framework	3.1 Follow procedures for service delivery for the individual in line with organisation's quality system 3.2 Identify any barriers that may impact on delivery of high quality service and refer to supervisor 3.3 Regularly review procedures for service delivery to reflect industry best practice and relevant legislative changes 3.4 Regularly review procedures for service delivery to reflect the changing aspirations, needs and preferences of the person with disability

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS005 Develop and provide person-centred service responses	CHCDIS511A Coordinate services for people with disabilities	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDIS005 Develop and provide person-centred service responses

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.

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:

- followed procedures for person-centred service delivery in line with the organisation's quality system, including:
    - developed and implemented at least 3 different person-centred service responses to meet the aspirations, needs, rights and preferences for people with disability, 2 in a simulated environment and 1 in the workplace
    - reviewed and monitored at least 3 individual service responses and made changes that are necessary to improve quality service delivery; met changing needs of the person; addressed barriers and responded to legislative changes, 2 in a simulated environment and 1 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work

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:

- relevant networks and services in the broader community
- current best practice approaches for service delivery
- legal and ethical considerations for working with people with disability:

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    - discrimination
    - dignity of risk
    - duty of care
    - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - work health and safety
- principles of:
    - empowerment
    - rights-based approach
    - person-centred practice
    - strengths-based approach
    - access and equity

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and equipment or resources outlined in the plan
    - organisation policies and procedures relating to the development, implementation, monitoring and review of person-centred programs

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDIS006 Develop and promote positive person-centred behaviour supports

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 behaviours of concern and to develop and promote positive behaviour supports as part of an individualised behaviour support plan for a person with disability, using a person-centred approach.

This unit applies to workers in varied disability services contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

ELEMENT *Elements define the essential outcome*	**PERFORMANCE CRITERIA** *Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify behaviours of concern that are likely to put the person or others at risk of harm	1.1 Define and document behaviours of concern using objective, observable and measurable terms that all people supporting the person can understand 1.2 Identify the behaviours of concern using a functional or observational behaviour assessment 1.3 Identify and assess the environmental and lifestyle context of behaviours of concern 1.4 Identify and assess the personal characteristics, physical and mental health, past experiences, skills and limitations, and interpersonal relationships that might contribute to behaviours of concern 1.5 Identify the type, frequency and triggers of behaviours of concern 1.6 Facilitate the ongoing involvement of others in the observation and recording of behaviours of concern and the assessment and planning processes
2. Develop positive behaviour support responses using a person-centred approach	2.1 Ensure that the person's preferences for including their carer and/or family and/or relevant others in the ongoing development of supports are taken into account 2.2 Demonstrate a strengths and evidence-based, best practice approach that reflects and respects the rights, personal choices, needs, abilities and goals of the person 2.3 Develop supports that are based on accurate records, observations and consultation with all who will use them, including the person, to accommodate lifestyle preferences 2.4 Develop interventions and supports that safeguard the person from increased risk of being exploited, abused, or exposed to inappropriate constraints or unlawful treatment 2.5 Identify proactive and positive supports to promote behavioural change, including changes to the environment and communication strategies 2.6 Identify the timeframes and goals of the plan, how success will be measured, and how it will be monitored and reviewed

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	2.7 Identify changes to work practices that may be implemented to reduce the behaviours of concern 2.8 Identify interventions for critical or adverse situations and reactive responses to reduce the risk of harm to the person or others in accordance with organisation, legal and ethical requirements 2.9 Identify the appropriate supports for the person and workers after a behaviour of concern has occurred 2.10 Identify staffing issues and how they will be addressed 2.11 Ensure the necessary consents and approvals are documented prior to implementation of the plan
3. Monitor and review the person's individual behaviour support plan	3.1 Monitor the person's individual behaviour support plan in consultation with the person and internal and external support providers and/or groups 3.2 Monitor the implementation of the plan to measure improvements to the person's quality of life and reductions in the risk of harm to the person and others 3.3 Measure and report on the number of adverse or critical events of behaviours of concern to determine the effectiveness of the behaviour support plan 3.4 Coordinate informal or formal debriefing process for relevant workers when critical incidents occur in accordance with organisation policies and procedures 3.5 Implement changes to the behaviour support plan consistent with evidence collected and in consultation with the person, support providers and other relevant professionals 3.6 Comply with the organisation's reporting and documentation requirements 3.7 Communicate individualised behaviour support plan revisions with all of the people who are providing support

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS006 Develop and promote positive person-centred behaviour supports	CHCICS404B Plan and provide advanced behaviour support	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDIS006 Develop and promote positive person-centred behaviour supports

Modification History

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

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:

- identified behaviours of concern for at least 3 different people with disability and developed, implemented, monitored and reviewed positive behaviour support strategies in response to the behaviours of concern
- developed strategies and interventions that support the person to manage their own behaviour

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:

- principles of positive, person-centred, strengths-based behavioural support
- the social model of disability
- the impact of social devaluation on an individual's quality of life
- competency and image enhancement as a means of addressing devaluation
- organisation policies and procedures relating to behaviour management, including:
    - critical incidents
    - accident and incident reporting
    - restrictions on the use of aversive procedures
- strategies to assist in developing positive behaviour support

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- evidence-based behavioural intervention
- principles of effective communication and ways to implement these to minimise behaviours of concern
- indicators that person have unmet needs
- factors that may contribute to behaviour of concern:
    - physical
    - emotional
    - environmental
    - medications
- specialist services and referral options
- legal and ethical considerations for working with people with disability:
    - codes of conduct
    - dignity of risk
    - duty of care
    - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
    - informed consent
    - privacy, confidentiality and disclosure
    - restrictive practice
    - imprisonment
    - abuse
    - work health and safety

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:

- access to tools for functional behaviour assessment
- access to individualised plans and any equipment outlined in the plan
- access to organisation policies and procedures relating to behaviour support

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIS007 Facilitate the empowerment of people with disability

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change 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 facilitate the empowerment of people with disability to deliver rights based services using a person-centred approach. It should be carried out in conjunction with individualised plans.

This unit applies to workers in varied disability contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Demonstrate commitment to empowerment for people with disability	1.1 Identify changes in the legal, political and social frameworks within which the work is undertaken 1.2 Identify ways society can affect the level of impairment experienced by a person with disability 1.3 Reflect on personal values and attitudes regarding disability and acknowledge their potential impact when working in disability contexts 1.4 Develop and adjust own approaches to facilitate empowerment
2. Foster human rights	2.1 Assist the person with disability to understand their rights 2.2 Deliver services that ensure the rights and needs of the person are upheld in the context of person-centeredness 2.3 Ensure the cultural needs of the person are identified, accepted and upheld 2.4 Identify breaches of human rights and respond and report according to organisation procedures 2.5 Identify indications of possible abuse and/or neglect and report according to organisation procedure
3. Facilitate choice and self-determination	3.1 Using a person-centred approach work in a manner that acknowledges the person with disability as their own expert 3.2 Facilitate person-centred options for action on relevant issues and discuss with the person and/or family and/or carer and/or relevant other 3.3 Provide assistance to the person with disability to facilitate communication of their personal goals 3.4 Provide person-centred support in a manner that encourages and empowers the person with disability to make their own choices

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	3.5 Assist with strategies to ensure that the person is comfortable with any decisions that are being made on their behalf 3.6 Assist with accessing advocacy services and other complaint mechanisms as required

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS007 Facilitate the empowerment of people with disability	CHCDIS220B Prepare for disability work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCDIS007 Facilitate the empowerment of people with disability	CHCDIS301C Work effectively with people with a disability	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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CHCDIS007 Facilitate the empowerment of people with disability	CHCDIS302A Maintain an environment to empower people with disabilities	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDIS007 Facilitate the empowerment of people with disability

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDIS302A/CHCDIS301C/CHCDIS220B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- facilitated access to a wide variety of choices that will assist 2 people with disability to reach their personal goals, using:
    - oral communication skills to maintain positive and respectful relationships with the person with disability
    - appropriate non-verbal communication strategies

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage 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:

- history and recent developments in disability
    - social versus medical model of service
    - institutionalised versus person-centred, self-directed model of support
- social constructs of disability and the impact of own attitudes on working with people with disabilities
- how and when to seek support from more experienced and qualified staff
- types of disability, including:
    - acquired brain injury

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    - autism spectrum disorder
    - cognitive disability
    - developmental delay
    - intellectual disability
    - neurological impairment
    - physical disability
    - sensory disability, including hearing, vision impairment
    - speech/language disability
- support practices for people, including but not limited to, the following conditions:
    - genetic factors
    - physical trauma
    - psychological trauma
    - chronic lifestyle conditions
    - acquired brain injury
- legal and ethical considerations for working with people with disability:
    - codes of conduct
    - discrimination
    - dignity of risk
    - duty of care
    - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
    - informed consent
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
    - work health and safety
- principles of:
    - empowerment
    - rights-based approaches
    - person-centred practices
    - self-advocacy
    - active support
    - active listening

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    - social justice, and the importance of knowing and respecting each person as an individual
    - strengths-based approaches
- strategies that assist people with disabilities to exercise their rights and support independent action and thinking, including use of technology (e.g. laptops or tablets) to facilitate choice
- how to access and use advocacy services and complaint mechanisms
- indicators of abuse and/or neglect in relation to people with disabilities

Assessment Conditions

Skills must have been demonstrated in the disabilities workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person with disability.

The following conditions must be met for this unit:

- access to individualised plans and any equipment outlined in the plan

Overall, assessment must involve real interactions with people with disability, their families/carers/relevant others and the person's individualised plan.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIS008 Facilitate community participation and social inclusion

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change 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 develop and facilitate person-centred strategies for participation in various community settings, functions and activities to enhance the psychosocial well being and lifestyle of a person with disability.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Support person to identify and engage in social networks within the broad community	1.1 Work with the person with disability to identify their strengths, interests, abilities and support requirements so they may engage with a social network within the broad community 1.2 Research, identify and network with relevant services to explore community inclusion opportunities for the client 1.3 Match relevant services and networks to the needs of the person, taking into account their cultural and individual differences 1.4 Work with the person to actively engage in a social network and identify any supports they may need 1.5 Work with the person to identify any possible barriers to participation and inclusion and develop strategies to overcome these 1.6 Identify and access appropriate resources according to organisation policy and protocols 1.7 Provide information about options available to the person with disability, family and/or carer and/or relevant other
2. Assist person and relevant others to develop and implement a community support plan as part of the individualised plan	2.1 Support person to develop an individualised plan to participate in the community, including all necessary supports required for maximum participation 2.2 Assist person to establish their requirements in order to maximise their participation in neighbourhood and local community life 2.3 Assist the person to identify and access community options as identified in the individualised plan 2.4 Facilitate access to opportunities that establish connections through shared interests with other

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	community members in line with funding, budgetary or financial requirements 2.5 Assist person and their family and/or carer and/or relevant other to select activities that will enhance inclusion 2.6 Support other workers to implement the individualised plan according to requirements of the plan
3. Develop strategies to minimise isolation for person with disability	3.1 Identify support requirements and modifications needed for devices, aids and environment and develop strategies to deal with these in conjunction with the person, their family and/or carer and/or relevant other 3.2 Identify support or devices required to assist with communication 3.3 Determine physical barriers to participation and identify solutions with the person with disability 3.4 Recognise own limitations in addressing issues and seek advice when necessary 3.5 Identify and assess barriers to communication and social participation caused by cognitive deficits and develop solutions 3.6 Discuss travel and transport issues with the person and identify strategies to address these 3.7 Put in place processes to evaluate and ensure ongoing success of strategies
4. Determine risks associated with supporting community participation and inclusion	4.1 Conduct location or activity risk assessment specific to the person's circumstances 4.2 Discuss elements of risk with the person and appropriate others 4.3 Work with the person and appropriate others to identify and develop strategies to remove or reduce risk

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS008 Facilitate community participation and social inclusion	CHCDIS410A Facilitate community participation and inclusion	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCDIS008 Facilitate community participation and social inclusion

Modification History

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

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:

- assisted at least 3 people with disability to develop and implement community engagement plans within their individualised plan

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage the 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:

- elements of best practice in the area of community participation and social inclusion
- the social model of disability and the impact of social devaluation on an individual's quality of life
- principles of:
    - active support
    - lifespan development
    - strengths-based and person-centred practice
    - risk assessment and mitigation
- funding frameworks and their impact on community participation
- legal and ethical considerations relevant to working with people with disability:
    - duty of care

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    - dignity of risk
    - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
- strategies for:
    - identifying interests, abilities and requirements of people with disability
    - communication to assist with community participation

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:

- access to individualised plans and equipment outlined in the plan
- relevant risk assessment tools

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIS009 Facilitate ongoing skills development using a person-centred approach

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 plan, implement and review formal and informal ongoing skills development, in collaboration with a person with disability and incorporate into the person's individualised plan.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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 individual skill development needs	1.1 Identify the person with disability's skill development needs using a person-centred approach 1.2 Document development needs in line with organisation program guidelines 1.3 Identify skills development opportunities in collaboration with the person and/or family and/or carer and/or other relevant person for inclusion in the individualised plan 1.4 Make referrals to other staff or specialist services according to the persons needs
2. Plan person-centred, ongoing skill development	2.1 Use appropriate communication techniques to engage the person in identifying learning goals 2.2 Identify a range of learning strategies and opportunities to address the person's goals 2.3 Develop formal ongoing skills development activities using a person-centred approach and, where appropriate, in conjunction with other relevant personnel 2.4 Document ongoing skills development in the person's individualised plan
3. Implement person-centred, ongoing skills development strategies	3.1 Work with the person to implement ongoing skills development strategies in a manner that is respectful, motivating and empowering 3.2 Inform and support colleagues and relevant others to implement person-centred ongoing skills development in line with the person's individualised plan 3.3 Access and utilise equipment and resources as required to facilitate the learning process 3.4 Document outcomes in the person's individualised plan

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4. Evaluate skills development and review plan	4.1 Monitor the person's development and provide feedback to the person and/or carer and/or relevant other regarding progress towards objectives and goals 4.2 Evaluate effectiveness of ongoing skills development using the person's records and update plan to meet changing needs of the person 4.3 Identify opportunities for ongoing skill development
5. Identify and implement incidental learning opportunities to enhance skills development	5.1 Identify situations that can act as potential informal learning opportunities and encourage learning 5.2 Provide appropriate constructive advice to the person and/or family and/or carer and/or relevant other as soon as possible in appropriate format 5.3 Provide encouragement when the person takes initiative in learning situations 5.4 Withdraw support to an appropriate level in order to encourage experiential learning and development

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS009 Facilitate ongoing skills development using a person-centred approach	CHCDIS405A Facilitate skills development and maintenance	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the	Not equivalent

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		2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDIS009 Facilitate ongoing skills development using a person-centred approach

Modification History

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

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 monitored ongoing skills development, using a person-centred approach, for at least 3 people with disability

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage 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:

- key aspects of current practices, philosophies and theories, including:
    - the social model of disability
    - competency and image enhancement as a means of addressing devaluation
    - strengths-based practice
    - active support
    - person-centred practice
    - rightful place in community
    - self-determination
- local community education opportunities and their potential use in capacity building
- assessment processes relating to ongoing skills development
- relevant services and resources available to people with learning needs

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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:

- access to individualised plans and any equipment outlined in the plan
- recognised assessment and planning tools

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIS010 Provide person-centred services to people with disability with complex needs

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 provide person-centred services to people with disability with complex or special support needs under the supervision of a relevant professional.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Evaluate and prioritise the needs of a person with complex support issues	1.1 Identify and prioritise the needs of the person, taking into account the possibility of co-existing issues 1.2 Identify specific problems, issues and challenges for the person in line with job role and organisation procedures 1.3 Analyse and interpret data, with assistance from health professionals and other relevant personnel 1.4 Recognise the impact of complex support issues on the persons family 1.5 Establish priorities for support with the person and/or family and/or carer and/or relevant other
2. Develop an individualised plan to achieve maximum quality of life	2.1 Utilise best practice guidelines when developing strategies to address complex and/or special needs 2.2 Liaise with relevant experts and/or health professionals when developing individualised plans 2.3 Negotiate and establish goals with the person and/or family and/or carer and/or relevant other 2.4 Access and negotiate resources in order to deliver identified services 2.5 Access community support agencies to facilitate the achievement of established goals
3. Coordinate the delivery of the individualised plan	3.1 Ensure services and support activities are undertaken by appropriately skilled workers 3.2 Recognise when a service and/or support worker is no longer able to provide the level of service required 3.3 Support all stakeholder involved in the service provision to understand the individualised plan and their roles and responsibilities within that plan

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4. Coordinate the monitoring, evaluation and review of the individualised plan	4.1 Seek feedback from all stakeholder when evaluating effectiveness of the individualised plan and re-prioritising support needs 4.2 Seek feedback from the person and/or carer and/or relevant other when evaluating effectiveness of the individualised plan 4.3 Seek advice and assistance when the person's goals and needs are not being achieved 4.4 Make necessary revisions to the individualised plan in line with role, organisation and/or program guidelines and in consultation with the person and/or family and/or carer and/or relevant other

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS010 Provide person-centred services to people with disability with complex needs	CHCDIS409B Provide services to people with disabilities with complex needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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		Significant changes to knowledge evidence.	

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Assessment Requirements for CHCDIS010 Provide person-centred services to people with disability with complex needs

Modification History

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

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:

- evaluated and prioritised the needs of at least 3 people with complex support issues and developed individualised plans to meet their needs
- coordinated the delivery, monitoring, evaluation and review of at least 3 individualised plans

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage 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:

- factors that would lead to someone being classified as having complex needs rather than basic needs
- physiology and psychology as it applies to a range of disability types
- nutrition and dietetics as it applies to a range of disability types
- common issues and challenges facing people with disability
- manifestations and presentation of common health problems as well as behavioural issues associated with different disability types
- formal and informal assessment approaches for assessment of people with complex and/or special needs

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- organisation policies and procedures related to developing and managing individualised plans including the role of family members and/or carers and/or relevant others and various types of community service providers

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

The following condition must be met for this unit:

- access to individualised plan and equipment outlined in the plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCDIV001 Work with diverse people

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases 1.2 Work with awareness of own limitations in self and social awareness 1.3 Use reflection to support own ability to work inclusively and with understanding of others 1.4 Identify and act on ways to improve own self and social awareness
2. Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work 2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness 2.3 Use work practices that make environments safe for all
3. Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people 3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence 3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible 3.4 Seek assistance from interpreters or other persons according to communication needs
4. Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties 4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations 4.4 Address any difficulties with appropriate people and seek assistance when required

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV001 Work with diverse people	CHCCS405A Work effectively with culturally diverse clients and co-workers	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405A. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent
CHCDIV001 Work with diverse people	HLTHIR403C Work effectively with culturally diverse clients and co-workers	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405A. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for CHCDIV001 Work with diverse people

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
    - selected and used appropriate verbal and non verbal communication
    - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

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:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
    - political
    - social
    - economic
    - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:

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    - discrimination:
        - age
        - disability
        - racial
        - sex
    - human rights:
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
    - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
    - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
    - protective factors
    - physical, mental and emotional health issues/care needs
    - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
    - language and cultural interpreters
    - imagery

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- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.

This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Identify cultural safety issues in the workplace	1.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients 1.2 Identify critical issues that influence relationships and communication with Aboriginal and/or Torres Strait Islander people 1.3 Establish key aspects of cultural safety in consultation with Aboriginal and/or Torres Strait Islander people 1.4 Evaluate the extent to which cultural safety is integrated in own work and workplace
2. Model cultural safety in own work	2.1 Ensure work practices are grounded in awareness of one's own cultural bias 2.2 Reflect awareness of own and other cultures in work practices 2.3 Use communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people 2.4 Engage with Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers, according to situation needs
3. Develop strategies for improved cultural safety	3.1 Support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities 3.2 Identify and utilise resources to promote partnerships 3.3 Devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation 3.4 Integrate strategies that encourage self-determination and community control in services and programs
4. Evaluate cultural safety strategies	4.1 Agree outcomes against which cultural safety strategies can be measured 4.2 Involve Aboriginal and/or Torres Strait Islander people in evaluations 4.3 Evaluate programs and services against desired outcomes

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	4.4 Revise strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- promoted Aboriginal and/or Torres Strait Islander cultural safety in the context of at least 1 workplace
- researched culture and history, the impact of European settlement, loss of land and culture and the importance of lore and kinship
- evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues.

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:

- concept of Aboriginal and/or Torres Strait Islander cultural safety in the community services and health context, and its relationship with:
    - cultural awareness
    - cultural competence
- legislative context for Aboriginal and/or Torres Strait Islander cultural safety
- the diversity of Aboriginal and/or Torres Strait Islander cultures
- historical, social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people and their engagement with community services and health systems, including:
    - impact of European settlement
    - loss of land and culture
    - racism and discrimination
    - past and present power relations

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- own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- factors that contribute to Aboriginal and/or Torres Strait Islander ill health and common diseases experienced by these groups of people:
    - impact of trauma on individuals' ability for:
        - decision-making
        - communicating
        - understanding
        - retaining information
- ways to involve Aboriginal and/or Torres Strait Islander people in the planning and delivery of services and programs

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.

In addition, assessment must involve persons approved of by relevant local community elders.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDIV003 Manage and promote diversity

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to evaluate and promote diversity in the workplace, and to contribute to the planning of diversity policies and procedures. This may apply to internal work practices or external service delivery.

This unit applies to individuals working in any type of leadership role across all industry sectors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Research diversity in the workplace	1.1 Collect and evaluate quantitative and qualitative workplace diversity data

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	1.2 Identify and analyse potential benefits of diversity in relation to the workplace objectives 1.3 Analyse how current diversity practice matches workplace objectives
2. Foster diversity	2.1 Provide a role model for others through individual behaviour that demonstrates respect for diversity 2.2 Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and clients 2.3 Develop work practices and undertake planning in a manner that shows respect for workplace diversity 2.4 Identify and adapt professional development opportunities to address the needs of a diverse workforce 2.5 Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce to those working in the workplace according to relevant policy 2.6 Identify and use diversity factors associated with clients and colleagues to address diversity objectives of the workplace 2.7 Value and encourage collaboration and the experience of working with diverse clients and colleagues
3. Adapt communication strategies	3.1 Use communication strategies to meet the diverse needs of individuals within the workplace 3.2 Implement tailored communication strategies for targeted individual and group needs 3.3 Identify and/or develop and use resources that facilitate effective communication in the workplace 3.4 Reflect on use of communication strategies with regard to workplace diversity and identify potential improvements
4. Contribute to workplace diversity policies and procedures	4.1 Develop and document diversity strategies in consultation with stakeholders including people from key target groups 4.2 Advocate for diversity strategies to be implemented in accordance with workplace policies and procedures

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	4.3 Develop measures for evaluating the outcomes of workplace strategies, policies and procedures for diversity 4.4 Report on workplace diversity strategies within appropriate context

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV003 Manage and promote diversity	CHCCS506A Promote and respond to workplace diversity	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for CHCDIV003 Manage and promote diversity

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- researched diversity in at least 1 workplace in terms of current performance and meeting of diversity objectives
- used strategies to foster and promote diversity in work practice:
    - coaching and mentoring
    - communication
    - work planning
- contributed to the development of workplace diversity policies and procedures for at least 1 workplace

Knowledge Evidence

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

- concepts of cultural awareness, cultural safety and cultural competence and how these impact leadership and management practice
- concepts and definitions of diversity
- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational

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    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- the role of leaders and managers in encouraging diversity in work practices and service delivery
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of self and others
- legal and ethical considerations (international, national, state/territory, local) for diversity practices at a management level:
    - discrimination (direct and indirect):
        - age
        - disability
        - racial
        - sex
    - equal employment opportunity (EEO)
    - human rights
    - rights and responsibilities of workers, employers and clients
- benefits of workplace diversity
- types of direct and indirect discrimination
- ways to ensure effective and equitable activities to diverse clients
- barriers to inclusivity
- cross-cultural communication strategies and how these can be integrated into workplace practices
- principles and practices of inclusivity and the types of planning and work practice that support diversity

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.

The following condition must be met for this unit:

- presence of situations that allow interaction with other people in a leadership role

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDSP001 Facilitate dispute resolution in the family law context

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to prepare for and facilitate the family dispute resolution process with the aim of assisting families to reach mutual agreement on issues related to relationships, children, property and assets. It requires the ability to use mediation, conciliation, facilitation and conferencing skills.

This unit applies to dispute resolution practitioners managing complex family dispute resolution using a variety of facilitative processes within the family law environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine suitability for dispute resolution	1.1 Obtain and analyse existing client information 1.2 Collaborate with colleagues and professional networks when additional information is needed and to support own understanding of the issues 1.3 Make an assessment of presenting issues with potential participants according to the family dispute resolution framework 1.4 Use the intake process to receive and share information that supports positive outcomes for potential participants 1.3 Identify situations where the dispute is beyond scope of own practice and make referrals accordingly
2. Prepare for dispute resolution	2.1 Analyse and prepare information to support the dispute resolution process 2.2 Explain the facilitated dispute resolution process to participants 2.3 Advise participants of the practitioner's role, obligations and limitations 2.4 Explain limitations on confidentiality and obtain written agreement to participate in dispute resolution process
3. Assist participants to define and clarify the issues	3.1 Engage with participants using interpersonal skills and organisation resources to identify issues for consideration 3.2 Screen for significant matters that affect the ability of any party to negotiate freely in the dispute resolution process 3.3 Support participants to articulate concerns, negotiate and develop an agenda 3.4 Identify and select the most appropriate dispute resolution process for the client's presenting circumstance 3.5 Explain the chosen process for dispute resolution 3.6 Document information and actions according to organisation policy and legal requirements
4. Facilitate communication and information exchange	4.1 Use facilitation skills to encourage active listening between participants 4.2 Manage interactions between participants in ways that ensure fair and respectful engagement 4.3 Ensure each participant has equal opportunity to speak, be heard and present needs, interests and concerns

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	4.4 Provide sufficient opportunity for participants to access advice and information from other experts 4.5 Identify the need for, and conduct, separate sessions according to client needs 4.6 Share information with others involved in the dispute in a timely way
5. Invite the framing of disputes to increase the range of options	5.1 Assist participants to develop agendas for the process that consider the broader range of issues 5.2 Frame and provide information in ways that assist the participants to view situations more broadly 5.3 Maintain impartiality, and client self- determination and refrain from advising on a particular outcome 5.4 Assist parties to communicate on issues that impact on children and to consider the best interests of the child
6. Encourage mutual personal understanding between participants	6.1 Encourage participants to acknowledge each other's needs, fears and concerns using communication techniques 6.2 Identify and encourage cooperative behaviour and demonstrated and/or expressed intentions to commit to resolving disputes 6.3 Monitor and manage any disruptive behaviours and communications 6.4 Manage power imbalances in the dispute resolution session 6.5 Identify situations where continuation of the process has the potential for harm, and terminate or suspend the process according to organisation procedures
7. Assist participants to generate and evaluate options	7.1 Use techniques and strategies that assist participants to generate potential options for dispute resolution 7.2 Encourage discussion about the effects of each option on parties involved in the dispute, with particular consideration for children affected by the agreement to be made 7.3 Promote and monitor the best interests of the child in participants' agreements, including assessment of risk to vulnerable parties
8. Confirm and document outcomes and agreements	8.1 Support participants to reach agreement using facilitation skills and confirm participant understanding of agreements reached

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	8.2 Ensure that participants reach agreement freely, voluntarily, without undue influence and on the basis of informed consent 8.3 Document outcomes and agreements according to organisation and legislative requirements and limitations of own role 8.4 Identify and explain legal obligations of agreements reached 8.5 Provide participants with appropriate referral to supports for post dispute resolution

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDSP001 Facilitate dispute resolution in the family law context	CHCDISP801B Facilitate dispute resolution in the family law context	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDISP801B/CHCDISP802B Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Minimum work hours added.	Not equivalent
CHCDSP001 Facilitate dispute	CHCDISP802B Implement family	This version was released in CHC Community Services	Not equivalent

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resolution in the family law context	dispute resolution strategies	Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDISP801B/CHCDISP802B Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Minimum work hours added.	

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Assessment Requirements for CHCDSP001 Facilitate dispute resolution in the family law context

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit according to legal requirements and ethical standards during a period of 50 hours of dispute resolution work with clients, under the supervision of an accredited Family Dispute Resolution Practitioner (FDRP), in a dispute resolution service
- facilitated, either individually or in a co-facilitation capacity, at least 5 different dispute resolution processes that individually or cumulatively include matters relating to:
    - domestic and family violence
    - child abuse/child protection
    - finances, including child support
    - property
- facilitated disputes that involve:
    - multiple parties
    - voluntary participants
    - involuntary participants
- managed sessions where all parties are present, and in a shuttle situation
- used dispute diagnostic skills, and responded to:
    - indicators of substance abuse
    - mental health issues
    - domestic and family violence
    - abuse and power imbalances in client situations
    - cultural dimensions of the conflict
    - own reactions to the dispute and/or disputants

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- applied relationship skills including:
    - effective liaison and working relationships with other allied professionals
    - establishing and maintaining trust and respect
    - encouraging client self determination
    - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
    - use of age appropriate communication
- used interpersonal communication skills, including:
    - non-judgemental approach
    - displaying empathy
    - active listening and questioning
    - clarifying information and assumptions
    - speaking clearly, simply, effectively at the communication and comprehension level of the participants
    - establishing rapport
    - showing respect for individual difference
- used facilitation strategies and techniques, including:
    - mirroring strategy
    - role modelling cooperation and listening
    - reframing issues
    - respectful interruptions
    - encouraging active listening
    - formulating transition statements for clarification
    - managing power imbalances and high levels of conflict
- applied critical thinking and content management skills including:
    - obtaining, identifying, analysing, prioritising and evaluating information
    - assessing issues and options and reasoning logically
    - reading, comprehending and using relevant documentation
    - writing clearly and concisely using neutral language
    - creating, maintaining and organising records
    - eliciting information from other professionals
    - using and exchanging information in a manner that broadens rather than limits the participants' options
- applied process skills, including:

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- working with a child focused approach
- following the agreed structure of the dispute resolution process.

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, state/territory) for the dispute resolution process, and how these are applied in organisations and individual practice:
  - children in the workplace and child-focused practice, including when agreements are not child-focused
  - codes of conduct
  - discrimination
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practitioner/client boundaries
  - policy frameworks
  - privacy, confidentiality and disclosure, including limitations
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislative frameworks that apply to family dispute resolution, including:
    - provisions for children and property in the *Family Law Act 1975, Child Support (Assessment) Act 1989*
    - Family Law (Family Dispute Resolution Practitioners) Regulation 2008 in terms of family dispute resolution practitioner obligations and role
  - work role boundaries – responsibilities and limitations, including how to work with lawyers involved in the process
  - work health and safety
- case management principles and processes
- contemporary research and approaches to the following:
  - conflict management
  - responding to needs of Aboriginal and Torres Strait Islander families and communities

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    - responding to needs of culturally and linguistically diverse families and communities
- impact of conflict, particularly high and/or ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- impacts of separation and divorce on couples, parents, children and other family members
- main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- sources of power imbalances in relationships, how to recognise these and respond appropriately
- procedures and instruments to screen for significant matters that affect the ability of any party to negotiate freely in the dispute resolution process plus safety planning requirements, procedures and limitations for clients and staff
- different forms of mediation/dispute resolution process, their principles and practices:
    - facilitative as the current primary model
    - settlement oriented
    - therapeutic
    - evaluative
    - narrative
- interpersonal communication techniques that support the process, including:
    - non-judgemental approach
    - displaying empathy
    - active listening and questioning
    - clarifying information and assumptions
    - speaking clearly, simply, effectively at the communication and comprehension level of the participants
    - establishing rapport
    - showing respect for individual difference
    - how to work with interpreters
- facilitation strategies and techniques, and when it is appropriate to use these, including:
    - mirroring strategy
    - role modelling cooperation and listening through co-facilitation/mediation
    - reframing issues
    - respectful interruptions
    - encouraging active listening

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    - formulating transition statements for clarification
    - recognising power imbalances and manage high levels of conflict
    - how to manage risk issues and how to terminate the process of dispute resolution safely
    - knowing how and when to use individual sessions
- handling of parenting issues within the dispute resolution process, including:
    - parenting arrangements
    - child support payments
    - residency of children
    - contact with non resident parents
    - variations and/or review of existing agreements and limitations of the dispute resolution role in assisting with this process
- handling of property issues within the dispute resolution process, including:
    - limitations of dispute resolution
    - types of information that may be included in a summary agreement about property matters
    - information considered valid by a court
- documentation and reporting requirements and how to write up a mediation agreement, including:
    - required information
    - required format
    - ways of expressing different agreements and issues
    - use of neutral language
- types of risk to parties to be considered in dispute resolution, including other dispute resolution options such as litigation or community based interventions, as well as their strengths and limitations
- community, educational or other resources for referral or use within the dispute resolution process
- self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client and dispute information

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    - screening tools
    - current family dispute resolution regulations
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with families
- supervision of client work by an accredited Family Dispute Resolution Practitioner (FDRP).

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

In addition, assessors must:

- be an accredited Family Dispute Resolution Practitioner (FDRP).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDSP002 Adhere to ethical standards in family dispute resolution

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to determine ethical responsibilities, apply ethical standards to the dispute resolution process and reflect on ethical practice.

This unit applies to dispute resolution practitioners managing complex family dispute resolution using a variety of facilitative processes within the family law environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Determine ethical responsibilities	1.1 Identify and analyse the ethical framework that applies to own dispute resolution practice

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	1.2 Evaluate responsibilities to self, co-workers, clients and the broader community 1.3 Develop and incorporate models of work that reflect ethical responsibilities
2. Apply ethical standards to the dispute resolution process	2.1 Model ethical behaviour in dispute resolution practice 2.2 Inform participants of their rights and obligations 2.3 Provide information to participants to support ethical practice 2.4 Develop reports and documentation in a way that supports ethical practice 2.5 Identify situations where ethical dilemmas or issues may arise 2.6 Take reasonable and timely steps to avoid potential ethical dilemmas or issues 2.7 Use problem solving and critical thinking skills to resolve ethical issues 2.8 Terminate the dispute resolution process and use referral according to ethical standards when issues cannot be resolved
3. Reflect on ethical practice	3.1 Use existing cases and evaluations to inform reflection 3.2 Evaluate own responses to ethical situations and identify areas for improvement 3.3 Identify and pursue professional development through ongoing reflective practice, collegial collaboration, and professional reading

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDSP002 Adhere to ethical standards in family dispute resolution	CHCDISP802B Implement family dispute resolution strategies	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDISP802B/CHCDISP803B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Minimum work hours added.	Not equivalent
CHCDSP002 Adhere to ethical standards in family dispute resolution	CHCDISP803B Facilitate dispute resolution in an impartial manner and adhere to ethical standards	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDISP802B/CHCDISP803B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCDSP002 Adhere to ethical standards in family dispute resolution

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit according to legal requirements and ethical standards during a period of 50 hours of dispute resolution work with clients under the supervision of an accredited Family Dispute Resolution Practitioners in a dispute resolution service
- developed responses to at least 5 different complex ethical dilemmas in family dispute resolution practice.

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:

- Family Law (Family Dispute Resolution Practitioners) Regulations 2008 and other ethical matters related to:
    - bias what constitutes bias and perceived bias, and how to respond, including:
        - relationships of a personal nature with one or more participants to the dispute
        - prior knowledge of or involvement with the client on a professional level which would be seen to be a conflict of interest
        - real and/or perceived conflicts
        - religious or cultural issues that compromise impartiality of practitioner
        - personal values that prevent impartiality of the practitioner
        - practitioner seeking to make inappropriate personal gain monetary or otherwise from the vulnerability of the client and/or their information.
        - practitioners refraining from becoming involved in relationships with parties

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        - client's inappropriate attempt to exchange information
    - children in the workplace and child-focussed practice
    - collaborative practice – when and how to work with co-facilitators and other professionals and the ethical issues to consider
    - codes of conduct
    - conflict of interest, including:
        - what constitutes conflict of interest and perceived conflict of interest
        - when and how conflict of interest may be waived
    - discrimination
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - misuse of the dispute resolution process, how this occurs, and how to respond
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure, including:
        - requirements for what must be discussed and explained to participants (expectations, obligations and limitations)
        - what must be included in written agreements to enter the dispute resolution process
        - handling of legal documents and information
        - consents required for sharing of information, disclosures of agreements
        - storage and disposal of records
    - policy frameworks
    - records management
    - referral frameworks and obligations
    - rights and responsibilities of workers, employers and clients
    - termination of FDR obligations and where such action is appropriate
    - work role boundaries – responsibilities and limitations
    - work health and safety
- community, educational or other resources for referral or use within the dispute resolution process
- self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client and dispute information
    - current family dispute resolution regulations
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with families
- supervision of client work by an accredited Family Dispute Resolution Practitioner (FDRP).

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

In addition, assessors must:

- be an accredited Family Dispute Resolution Practitioner (FDRP).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCDSP003 Support the safety of vulnerable parties in family dispute resolution

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess the suitability of the dispute resolution process for vulnerable parties, and to support the physical and emotional protection of those parties.

This unit applies to dispute resolution practitioners managing complex family dispute resolution using a variety of facilitative processes within the family law environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assess the needs of vulnerable parties	1.1 Identify and use standard protocols that screen for the existence of safety and vulnerability issues 1.2 Seek specialist assistance with screening protocols according to case requirements 1.3 Ensure protocols are in place before entering into an agreement to provide family dispute resolution to parties 1.4 Recognise possible impact and risk of dispute resolution process for those involved and make informed judgment about when not to proceed
2. Take measures to protect vulnerable parties	2.1 Activate pre-determined security protocols 2.2 Establish a climate for the disclosure of physical and emotional safety concerns 2.3 Establish each person's understanding of essential rules for respectful and safe participation in the process 2.4 Organise and use personal protective and screening measures
3. Manage situations that threaten safety	3.1 Identify situations and behaviours that threaten safety of self or participants 3.2 Refer participants to community supports and alternative programs according to their individual needs 3.3 Follow established steps to suspend or terminate the family dispute resolution session to protect the safety of the participants 3.4 Adhere to organisational and legislative reporting and documentation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCDSP003 Support the safety of vulnerable parties in family dispute resolution	CHCDISP804B Create an environment that supports the safety of vulnerable parties in dispute resolution	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Contains content from CHCDISP802 Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCDSP003 Support the safety of vulnerable parties in family dispute resolution

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit according to legal requirements and ethical standards during a period of 50 hours of dispute resolution work with clients, under the supervision of an accredited Family Dispute Resolution Practitioner (FDRP), in a dispute resolution service
- facilitated, either individually or in a co-facilitation capacity, at least 5 different dispute resolution processes that individually or cumulatively include matters involving:
    - domestic and family violence
    - mental health issues
    - alcohol and other drugs abuse
    - vulnerabilities associated with people cultural and linguistically diverse backgrounds
- managed sessions where all parties are present, and in a shuttle situation.

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 for the dispute resolution process in relation to protecting safety of vulnerable parties, and how these are applied in organisations and individual practice:
    - children in the workplace and child-focused practice
    - codes of conduct
    - discrimination
    - duty of care

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    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - policy frameworks
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to family dispute resolution, including:
        - provisions for children and property in the *Family Law Act 1975, Child Support (Assessment) Act 1989*
        - Family Law (Family Dispute Resolution Practitioners) Regulation 2008 in terms of family dispute resolution practitioner obligations and role
    - work role boundaries – responsibilities and limitations
    - work health and safety
- key areas of diversity that may lead to vulnerability and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender and intersex
    - generational
    - sexual identity – lesbian, gay, bisexual, heterosexual
- what constitutes a vulnerable party in family dispute resolution context, and associated responses and strategies, including those for situations involving:
    - domestic and family violence
    - alcohol and other drugs abuse
    - mental health issues
    - vulnerabilities associated with cultural and linguistic diversity, including Aboriginal and/or Torres Strait Islander people
    - impact of trauma
- potential needs of vulnerable groups, including:
    - protective factors
    - physical, mental and emotional health issues/care needs
- consideration of impacts of discrimination, trauma, exclusion and negative attitudes procedures and instruments to screen for vulnerability and other significant factors

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that may affect a party's ability to participate before and during the dispute resolution process

- safety planning requirements and procedures for clients and staff as well as limitations
- how violent, controlling and intimidating behaviour may manifest, and how to respond, including:
    - coercion by one party over another
    - aggressive body language
    - inappropriate expressions of emotions
    - real or perceived threatening behaviour or language
    - silence, stalling, sabotage and dominance of time in the process
    - withdrawing with intent to terminate the session before agreements reached, as a matter of abuse of power
    - refusing to negotiate on any issue
- techniques and protocols for dealing with potentially volatile clients and group situations
- community, educational or other resources for referral or use within the dispute resolution process, including those specifically related to services for vulnerable parties
- self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client and dispute information
    - current family dispute resolution regulations
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with families
- supervision of client work by an accredited Family Dispute Resolution Practitioner (FDRP).

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

In addition, assessors must:

be an accredited Family Dispute Resolution Practitioner (FDRP).

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Link

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CHCECD001 Analyse and apply information that supports employment and career development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to access, interpret and use information about employment, education, training and the labour market in Australia.

This unit applies to individuals working in employment services, career development, workforce planning and other environments. Information may be used to support individual job seekers, employees, employers or internal and external clients depending on the job role.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Access employment, labour market, education and training information	1.1 Determine and select credible and current sources of information 1.2 Use formal and informal research methods to access information 1.3 Interpret information and numerical data, and extract and distil content relevant to own practice
2. Link employment, labour market, education and training information to work practice	2.1 Evaluate potential application of information to own work practice based on client needs 2.2 Evaluate plans, processes and practices against current information and adjust accordingly 2.3 Assist clients by providing current, relevant and accurate information 2.4 Assist clients to develop the skills to access and interpret current, relevant and accurate information based on their needs
3. Maintain own knowledge of employment, labour market, education and training information	3.1 Identify and use opportunities to update knowledge of employment, labour market, education and training information 3.2 Monitor current issues and trends in employment, education, training and the labour market 3.3 Evaluate and respond to potential changes in own work based on updated knowledge

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD001 Analyse and apply information that supports employment and career development	CHCCDP403B Analyse and apply education and training information	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCDP403B/CHCES303C/CHCES411A/CHCES502C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCECD001 Analyse and apply information that supports employment and career development	CHCES303C Use labour market information	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCDP403B/CHCES303C/CHCES411A/CHCES502C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCECD001 Analyse and apply information that supports employment and career development	CHCES411A Collect, analyse and apply labour market information	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCDP403B/CHCES303C/CHCES411A/CHCES502C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCECD001 Analyse and apply information that supports employment and career development	CHCES502C Research and report on labour market information	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCDP403B/CHCES303C/CHCES411A/CHCES502C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCECD001 Analyse and apply information that supports employment and career development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used critical thinking skills to review and distil information about employment, education, training and the labour market of relevance to own practice from at least 3 different credible sources
- used information about employment education, training and the labour market within the scope of own job role in the provision of services to at least 3 different individuals or organisations – for example, job seekers, clients in career transition, employees, employers, internal and external clients.

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, state/territory) for the use of information, and how these are applied in organisations and individual work, including, copyright and intellectual property
- key objectives and features of current policy frameworks
- role of professional associations and bodies and key organisations
- sources of information in Australia on:
    - labour market
    - employment
    - education and training
- different types of labour market information and their use, including the relationship between supply (job seekers) and demand (employers)
- methods for collecting labour market information

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- current and emerging labour market characteristics, including:
    - current and projected skills shortages
    - local labour market information including:
        - industry make-up
        - employment growth areas
        - skills in demand and trends in work requirements in different industries
        - issues impacting on the workforce in different sectors and industries
    - vacancy reporting
    - unemployment and job seeker data
    - recruitment analysis
- basic structure and operation of the training and education system, in the following sectors:
    - school
    - vocational education and training
    - higher education
- key employing industries in local area, including:
    - occupational characteristics
    - training and education pathways
- uses of education, training and labour market information, including:
    - individual pathways plans
    - job search planning
    - career plans for individual clients.

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
    - online sources of labour market and training and employment information
    - organisation policies and procedures
- modelling of industry operating conditions, including scenarios involving application of knowledge to varied work situations.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD002 Deliver and monitor contracted employment services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to comply with government contractual requirements relating to the delivery of employment services and monitor contractual compliance.

This unit applies to individuals in employment services roles, working according to established procedures and systems.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify key requirements of government contract	1.1 Review contractual information and identify service provider's contractual responsibilities 1.2 Identify key contractual compliance requirements in job role 1.3 Determine and organise activities in accordance with contract
2. Comply with contractual requirements	2.1 Meet contractual requirements relevant to job role and apply organisation policies and procedures 2.2 Complete and maintain accurate documents and records to meet organisation requirements 2.3 Monitor client outcomes against contractual performance requirements 2.4 Report potential and actual non-compliance issues to management
3. Monitor and improve contractual compliance	3.1 Use monitoring mechanisms and tools to evaluate compliance with government contract 3.2 Monitor own performance against contractual compliance in job role 3.3 Identify and rectify any potential or actual non-compliance in own job role 3.4 Identify and document areas for improvement in contractual compliance and report to management

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD002 Deliver and	CHCES311B Work effectively	This version was released in CHC Community Services Training Package	Not equivalent

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monitor contracted employment services	in employment services	release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES311A/CHCES312A/CHCES415A Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	
CHCECD002 Deliver and monitor contracted employment services	CHCES312A Deliver contracted employment services	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES311A/CHCES312A/CHCES415A Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCECD002 Deliver and monitor contracted employment services	CHCES415A Monitor and improve contracted employment services	This version was released inCHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES311A/CHCES312A/CHCES415A Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD002 Deliver and monitor contracted employment services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- identified and complied with contractual requirements within scope of own job role in the provision of employment services to at least 5 different clients, where at least 3 of those clients present with multiple barriers to employment
- monitored and reported on contractual compliance for at least 1 workplace.

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, state/territory) for delivering contracted employment services, and how these are applied in organisations:
    - codes of practice
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation, relevant deeds and their application to employment services contracting, including:
        - *Social Security Act 1991*
        - role as delegate of the Commonwealth
    - work role boundaries – responsibilities and limitations
    - work health and safety
- role of the purchaser in contracted services

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- roles and needs of key stakeholders involved in employment services and contract management and delivery
- current and emerging issues in the employment services sector
- types of contractual requirements including:
    - types of contracted services/business streams
    - service delivery methods and standards
    - standards for documentation, record-keeping and management of information
    - performance requirements (quantitative and qualitative), performance milestones
    - performance analysis methods, including audit processes
    - codes of practice
    - duty of care provisions
    - conflicts of interest
    - fees, payment processes and schedules; payable and non-payable outcomes
    - fraud prevention measures
    - contract dispute processes
    - penalties and implications of non-compliance with contractual requirements
    - services to priority client groups
- ramifications of non-compliance
- monitoring tools and mechanisms for contractual compliance.

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
    - organisation policies and procedures
    - contracts for employment services
- modelling of industry operating conditions, including scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD003 Promote job seekers to employers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to promote job seekers to potential employers and to empower clients to promote their own skills and abilities to employers.

This unit applies to individuals in employment services roles, working according to established procedures and systems.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Prepare for employer contact	1.1 Source, interpret and use labour market information as a context and aid in determining options for employer contact

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	1.2 Identify and match target employment market to job seeker profile 1.3 Plan contact approach and organise resources, according to employer and client information
2. Confirm skills suitability of job seeker	2.1 Confirm strengths and abilities of job seeker by working collaboratively with the job seeker using a strengths-based approach 2.2 Convert strengths and abilities to selling points from the employment perspective 2.3 Match selling points to employer needs taking account of the needs of both parties
3. Negotiate outcomes for job seeker	3.1 Provide positive and accurate information about job seeker to employer 3.2 Use communication and selling skills to promote and emphasise job seeker strengths and suitability 3.3 Identify and negotiate employer resistance to employment barriers relating to the job seeker 3.4 Support job seeker in preparation for employer contact based on specific situation needs 3.5 Use negotiation skills to reach an agreed outcome with the employer
4. Provide follow up services to job seeker	4.1 Provide clear information to job seeker on outcomes of employer contact and employment opportunities 4.2 Discuss future assistance with the job seeker and identify situations requiring referral to other services 4.3 Make referrals to other services in accordance with organisation procedures. 4.4 Update information systems according to organisation policies and procedures 4.5 Review and reflect on employer contact and use learning to refine approaches accordingly

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD003 Promote job seekers to employers	CHCES404B Promote clients to employers	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD003 Promote job seekers to employers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- matched at least 5 different job seekers to employers where at least 3 of those job seekers present with multiple barriers to employment, including:
    - sourcing and using labour market and employment information to inform matching
    - working with the job seeker to identify strengths
    - engaging in employer contact sessions, using the following communication skills:
        - active listening
        - selling skills
        - negotiation
    - providing follow up contact.

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, state/territory) for delivering contracted employment services, and how these are applied in organisations:
    - codes of practice
    - discrimination
    - duty of care
    - equal employment opportunity (EEO)
    - privacy, confidentiality and disclosure
    - policy frameworks

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    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation, relevant deeds and their application to employment services contracting, including:
        - *Social Security Act 1991*
        - role as delegate of the Commonwealth
    - work health and safety
- principles and practices of strengths-based practice
- current and emerging characteristics and requirements of local labour markets:
    - current and projected skills shortages
    - local labour market information, including industry make up, employment growth areas, skills in demand
    - vacancy reporting
    - unemployment and job seeker data
    - recruitment analysis
- expectations and needs of job seekers and potential employers and how these may vary
- forms of assistance to employers, and how these are used
    - wage subsidies
    - post-placement services
    - assistance with workplace modifications
    - reasonable adjustment support
- current incentives and other assistance available to employers
- communication techniques, including
    - active listening
    - selling
    - negotiation

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:
    - labour market information
    - employer and job information
    - client information

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    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD004 Establish and monitor Australian Apprenticeship arrangements

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES305B/CHCES402C. 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 provide advice on Australian Apprenticeships and to establish and monitor apprenticeships arrangements.

This unit applies to individuals in employment services roles, working according to established procedures and systems. Apprenticeships may include traineeships.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Provide advice on Australian Apprenticeships framework	1.1 Access, interpret and explain state, territory and federal apprenticeship guidelines 1.2 Identify and explain Australian Apprenticeships' training options suited to employer and apprentice/trainee 1.3 Explain key stakeholder roles and responsibilities to employer and apprentice or trainee
2. Establish Australian Apprenticeships arrangements	2.1 Explain industrial and training responsibilities to employers and apprentice or trainee prior to establishment of arrangements 2.2 Complete accurate and complete documentation 2.3 Record Australian Apprenticeships' information in relevant databases according to organisation procedures 2.4 Dispatch documentation to relevant authorities for processing
3. Monitor and report on service delivery according to contract	3.1 Plan and conduct worksite visits by due dates using relevant database information 3.2 Prepare monitoring checklists and supporting information for visits 3.3 Arrange visits to ensure presence of employer and apprentice or trainee 3.4 Collect documentation required for reporting at the visit 3.5 Check and document satisfaction of parties involved 3.6 Identify and document any issues in the arrangement 3.7 Report to relevant authorities any non-compliance with obligations under Training Agreements 3.8 Identify and report issues beyond scope of own role to management 3.9 Record outcomes in relevant databases according to organisation procedures

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD004 Establish and monitor Australian Apprenticeship arrangements	CHCES305B Monitor Australian Apprenticeships arrangements	This version was released in CHC Community ServicesTraining Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES305B/CHCES402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCECD004 Establish and monitor Australian Apprenticeship arrangements	CHCES402C Deliver Australian Apprenticeship services	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES305B/CHCES402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including	Not equivalent

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		volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCECD004 Establish and monitor Australian Apprenticeship arrangements

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES305B/CHCES402C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- established and monitored at least 3 different apprenticeships or traineeship arrangements for clients in different industries, including:
    - providing clear and current advice to both employer and apprentice or trainee
    - establishing, completing and tracking of all required documentation
    - monitoring activities with both client and employer.

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 (international, national, state/territory) for delivering Australian Apprenticeships' services, and how these are applied in organisations:
    - codes of practice
    - discrimination
    - duty of care
    - equal employment opportunity (EEO)
    - policy frameworks and guidelines for Australian Apprenticeships, including:
        - key responsibilities

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        - establishment and monitoring
        - industrial frameworks
    - privacy, confidentiality and disclosure
    - records management, including:
        - documentation for pre, during and post workplace visits
    - rights and responsibilities of workers, employers and clients
    - specific legislation, relevant deeds and their application to employment services contracting, including:
        - *Social Security Act 1991*
        - role as delegate of the Commonwealth
    - work role boundaries – responsibilities and limitations
    - work health and safety
    - incentives and other assistance available to employer and apprentice
    - operating structure and key principles of the training and education system, including private and public, in the following sectors:
        - school
        - vocational education and training
        - higher education
- terminology used in different education and training sectors
- financial aspects of education and training, including:
    - costs
    - incentives
    - assistance (national, state/territory, local).

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:
    - Australian Apprenticeships guidelines
    - Australian Apprenticeships documentation
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECD005 Deliver employment services to employers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to determine employer needs and service level requirements, source suitable job seekers, and provide employer advice and support following the placement.

This unit applies to individuals working in employment services, within established policies and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Determine specific employer needs	1.1 Analyse specific position descriptions, selection criteria and employer requirements

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	1.2 Clarify conditions of employment with the employer 1.3 Agree and document needs with employer 1.4 Negotiate, agree and document level of service to be provided with employer
2. Source suitable job seekers	2.1 Access databases and other listings of job seekers held by the organisation to identify potential matches 2.2 Source suitable job seekers through collaboration with other employment services providers 2.3 Respond to job seeker enquiries regarding the positions and provide accurate information
3. Support employer service requirements	3.1 Provide timely information about the recruitment process 3.2 Provide information to employers about immediate forms of assistance and support 3.3 Maintain contact with employer and determine ongoing support needs 3.4 Seek feedback from employers to monitor the quality of service provided 3.5 Use feedback and reflection as the basis for improvement of service outcomes
4. Contribute to workforce planning	4.1 Collaborate with employers to identify available and relevant workforce planning options 4.2 Recommend flexible and innovative work arrangement*s* to address identified needs of organisation 4.3 Promote options that provide a balanced approach to managing pressures and priorities of work and life 4.4 Provide advice that supports employers to implement flexible work arrangements and encourage problem solving approaches 4.5 Assist employer to monitor effectiveness of change according to organisation procedures

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD005 Deliver employment services to employers	CHCES304B Deliver recruitment services	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD005 Deliver employment services to employers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked with at least 3 different employers to determine, agree and document their recruitment needs using the following communication skills:
    - active listening
    - selling skills
    - negotiation
- sourced and matched job seekers to at least 3 different job vacancies using established assessment tools and techniques
- sourced and used labour market and employment information to inform matching
- contributed to workforce planning for at least 1 workplace.

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, state/territory) for recruitment services, and how these are applied in organisations:
    - codes of practice
    - equal employment opportunity (EEO)
    - privacy, confidentiality and disclosure
    - records management
- current and emerging characteristics and requirements of local labour markets:
    - current and projected skills shortages

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    - local labour market information, including industry make up, employment growth areas, skills in demand
    - vacancy reporting
    - unemployment and job seeker data
    - recruitment analysis
- employment conditions in different industries
- types and levels of services provided to employers
- forms of assistance to employers, and how these are used:
    - wage subsidies/incentives
    - post-placement services
    - assistance with workplace modifications
    - reasonable adjustment support
- aspect of workforce planning, including:
    - the purpose and potential benefits of effective workforce planning
    - links between workforce planning, development and education
    - available tools and models available to assist workforce planning
    - how workforce planning integrates with service, financial and business planning
    - current and projected impact on workforce planning of a range of social, educational, industrial, environmental and related factors
    - options and constraints that exist in relation to workforce development and their potential impacts
    - resource requirements to implement workforce changes
    - how to measure, evaluate and revise implementation of a workforce plan
    - how to access reliable information to guide and support workforce planning
    - flexible and innovative approaches
    - local, regional and national requirements, drivers and policy implications that may impact workforce planning.

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:
    - employer, workforce and vacancy information
    - organisation policies and procedures

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- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD006 Develop and monitor employment plans

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to develop and monitor plans relating to job search and other activities undertaken by job seekers to achieve an employment outcome.

This unit applies to individuals working in employment services within established policies and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess job seeker attributes and needs	1.1 Conduct and record assessment according to organisation procedures

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	1.2 Identify job seeker knowledge, skills, attitudes and circumstances against labour market requirements 1.3 Assess employment related strengths and barriers to effective entry into employment 1.4 Assess job seeker's current job search skills, resources and employment barriers to identify areas for development
2. Develop employment plans	2.1 Discuss, agree and document realistic employment goals with the job seeker, based on assessment conducted and employment opportunities 2.2 Source and analyse information to identify appropriate training, job search activities and resources that move the job seeker towards employment goals 2.3 Identify strategies to address non-vocational barriers which may affect employment opportunities 2.4 Include in the employment plan achievable, measurable steps with clear timelines and responsibilities 2.5 Use appropriate communication skills to involve the job seeker and gain their agreement and commitment 2.6 Ensure relevant legislation and contractual requirements are met
3. Support job seekers	3.1 Facilitate job seeker access to services information according to their needs 3.2 Assist job seekers to prepare and present materials that highlight key skills 3.3 Support job seekers to present themselves effectively
4. Monitor employment plans	4.1 Review and record job seeker progress toward achievement of objectives at regular intervals 4.2 Where progress is not achieved, review and amend plan and strategies in collaboration with job seeker 4.3 Provide feedback to support the job seeker's progress toward achievement of goals 4.4 Identify and report non-compliance with obligations to relevant authorities in accordance with contractual, legislative and organisation requirements

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD006 Develop and monitor employment plans	CHCES413A Develop and monitor employment plans with clients	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES413A/CHCES416A Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCECD006 Develop and monitor employment plans	CHCES416A Plan and provide job search support	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCES413A/CHCES416A Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD006 Develop and monitor employment plans

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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, documented and monitored individualised employment plans according to organisation policies and procedures and relevant legal requirements for at least 5 different job seekers where at least 3 of those job seekers present with multiple barriers to employment
- used communication skills to involve and engage a job seeker in the employment planning process and provide constructive feedback and support.

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, state/territory), and how these are applied in organisations:
    - codes of practice
    - equal employment opportunity (EEO)
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
- common effects of unemployment on job seekers
- diversity of job seekers and their needs, including those who present with barriers to employment and complex needs
- processes, tools and support mechanisms used to support disadvantaged job seekers
- principles of strengths-based assessment and planning
- employment information including:

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  - current knowledge of the world of work
  - accepted methods for defining jobs
  - current labour market trends and information sources, including local, regional and national
  - occupational groups, clusters and networks
  - pathways to occupational areas (training and other)
  - local options and support networks available
  - role of key players such as recruitment agencies, professional associations, employment services and funding bodies
- training and education information:
  - options and pathways
  - funded training opportunities
- effects of unemployment on job seekers and barriers to employment and retention
- format and documentation of employment plans
- content included in employment plans, including:
  - intensive assistance activity agreements
  - intensive assistance support plans
  - job search skills plan
  - job seeker action plans
  - return to work plans
  - job seeker activity plans
  - plans of the support and assistance to be provided to the job seeker by the organisation
- job search strategies and their application to different job seeker situations, including:
  - preparing applications, resumes and portfolios
  - accessing online services
  - social media
  - registration with employment agencies
  - work experience or trial work placements
  - job search activities
  - job search training
  - voluntary work
  - community participation
  - training to address barriers to employment

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    - researching labour markets or training options appropriate to needs
- type of monitoring activities:
    - monitoring against timeframes, outcomes and activities included in the employment plan
    - regular contact with job seeker via mail, telephone, email and interviews
    - checking of relevant documentation
    - job search diaries and other proforma recording details of activities undertaken
    - checking of organisation information systems and databases
    - feedback from employers and providers of training and other assistance
- services and agenices for referral when job seeker needs cannot be met by the organisation or are outside the scope of job role.

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:
    - labour market information
    - education and training information
    - organisation policies and procedures
    - job seeker assessment tools
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with real people
    - scenarios the involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD007 Maximise participation in work by people with disability

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to monitor employment opportunities, assist people with disability to prepare for employment, match jobs to individuals and provide ongoing support.

This unit applies to individuals working in employment services, career development and other environments where individuals are supporting people with disability.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Monitor employment opportunities for people with disability	1.1 Develop and maintain relationships with employers within scope of own job role 1.2 Initiate, conduct and document research into identified employers' businesses and jobs 1.3 Monitor and document trends in the labour market to enhance opportunities for placement of people with disability in sustainable employment
2. Prepare people with disability for employment	2.1 Identify job search and job matching techniques and educate the person on their use according to individual needs 2.2 Refer the person to, or register them with, appropriate agencies 2.3 Provide the person with information about their working conditions, and rights and responsibilities as an employee 2.4 Provide the person with information about industrial awards, the industrial parties and their implications for employment 2.5 Assist the person to identify potential work health and safety issues 2.6 Identify and respond to situations where referral to specialists may be required for provision of complex supports
3. Match workplace or job and person with a disability	3.1 Work collaboratively with the person to assess individual employment aspirations, interests, skills and abilities using established assessment tools 3.2 Gather and review information from employers to determine their needs 3.3 Evaluate job vacancies in consultation with the person to determine their relevance 3.4 Match the person with job role and employer requirements and consider reasonable adjustments where appropriate to match ability of the person with the job requirements 3.5 Provide or organise required information or training regarding disability to others in selected workplace 3.6 Support the negotiation of working conditions between the parties according to scope of own role and organisation procedures 3.7 Make relevant parties aware of specific work health and safety (WHS) issues

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4. Provide initial and ongoing support	4.1 Conduct job and task analysis based on information provided from employer 4.2 Provide or organise initial training and support to the person with disability based on analysis 4.3 Monitor and document the progress of the person in the workplace according to organisation procedures 4.4 Identify and respond to situations where additional ongoing support is required

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD007 Maximise participation in work by people with disability	CHCDIS509E Maximise participation in work by people with disabilities	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD007 Maximise participation in work by people with disability

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- researched and documented potential employment opportunities for people with disability
- assisted at least 3 people with disability gain employment, including:
    - assessing needs of both the employer and the job seeker
    - making suitable matches based on assessment of needs and job analysis
    - addressing all information needs and WHS issues both for the workplace and the job seeker
- used effective communication skills and strengths-based person-centred approaches
- undertaken a process of making reasonable adjustments to at least 2 jobs to meet the specific needs of both people with disability and employers.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage 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, state/territory) for delivering employment services, and how these are applied in organisations:
    - codes of practice
    - discrimination
    - duty of care
    - equal employment opportunity (EEO)
    - privacy, confidentiality and disclosure
    - policy frameworks – current approaches to disability employment

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    - records management
    - specific legislation, relevant deeds and their application to disability employment services contracting, including:
        - disability services Acts
        - role as delegate of the Commonwealth
    - work role boundaries – responsibilities and limitations
    - work health and safety – potential issues and risks associated with different types of work and different types of disability
- history and recent developments in disability:
    - social versus medical model of service
    - institutionalised versus person-centred, self-directed model of support
- social constructs of disability and the impact of own attitudes on working with people with disabilities
- principles of:
    - empowerment
    - rights-based approaches
    - person-centred practices
    - strengths-based approaches
    - self-advocacy
    - active support
    - active listening
    - social justice, and the importance of knowing and respecting each person as an individual
- types of disability, and their broad impact in relation to employment, including:
    - acquired brain injury
    - autism spectrum disorder
    - cognitive disability
    - developmental delay
    - intellectual disability
    - mental or psychiatric disability
    - neurological impairment
    - physical disability
    - sensory disability
    - speech or language disability
- sources of information on the labour market and employment opportunities

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- current and emerging labour market characteristics, including:
    - current and projected skills shortages
    - local labour market information, including industry make up, employment growth areas, skills in demand
    - vacancy reporting
    - unemployment and job seeker data
    - recruitment analysis
- ways of supporting employment for people with disability, including:
    - making reasonable adjustments or disability-specific accommodations
    - re-design of jobs
    - information and training for others in the workplace
    - information and training for the person with disability
    - ongoing support options
- incentives and other assistance available to employers and workers
- industrial relations information relevant to employment services and disability, including:
    - awards and their application
    - individual contracts
    - registered agreements
    - wage/salary systems relating to employment for people with disability
    - role of industrial parties – unions, employer organisations, industrial commissions
- communication techniques that support relationship building and collaboration, including:
    - active listening
    - rapport-building
    - negotiation.

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:
    - employer and job seeker information
    - labour market information
    - assessment tools

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    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with real people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD008 Deliver services consistent with a career development framework

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to use the key principles and practices of the Australian career development framework as established in the Australian Blueprint for Career Development.

This unit applies to individuals working in career development or a career related field.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Promote active participation of clients	1.1 Support clients to actively engage in learning relevant to their needs and life stage

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	1.2 Encourage clients to participate in planning to address their current needs, interests and aspirations 1.3 Encourage clients to seek support from others and to provide support to others in appropriate ways 1.4 Assist clients to identify a range of personal, family, social and environmental factors impacting on their career development
2. Provide an environment to facilitate client learning	2.1 Apply knowledge of how people learn and models of adult learning to assist clients in undertaking learning 2.2 Identify learning opportunities to suit a range of learning styles 2.3 Identify and support characteristics of individual and group learning 2.4 Facilitate learning by seeking to establish an environment of trust with clients 2.5 Facilitate learning between clients where appropriate 2.6 Promote active learning by validating client opinions, values and experiences 2.7 Encourage clients to share information and reflect on their learning
3. Support clients to develop resilience to change and transition	3.1 Clarify the ongoing nature of change and identify benefits in recognising the constancy of change 3.2 Assist clients to understand the need for developing resilience in the face of constant change 3.3 Identify and use strategies for managing and developing resilience to change 3.4 Provide information about, and assist client to use, competences to self-manage careers 3.5 Assist clients to develop action plans to manage constant change
4. Provide services relevant to stages in life and career development	4.1 Identify specific characteristics relating to client's current stage of life, personal and professional development and career status 4.2 Support client decision-making and choices in the context of career development as a lifelong journey 4.3 Provide information appropriate to client's personal, professional, family and social context

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	4.4 Identify client needs in relation to development of career management competencies as specified in the Australian Blueprint for Career Development
5. Follow up and evaluate services provided	5.1 Follow up with client in line with organisation policies and procedures 5.2 Evaluate services provided with reference to accepted career development principles and practices and organisation policies 5.3 Identify issues or inequities in service delivery 5.4 Identify new or improved services, where appropriate, to enhance service provision and client outcomes 5.5 Develop, document and provide evidence to assist in service promotion and enhancement

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD008 Deliver services consistent with a career development framework	CHCCDP401B Deliver service consistent with a career development framework	This version was released in CHC Community Services Training Package release 3.0 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	Not equivalent

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		volume and frequency requirements.	

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Assessment Requirements for CHCECD008 Deliver services consistent with a career development framework

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- delivered career development services to at least 3 different clients in ways that are consistent with the Australian Blueprint for Career Development (ABCD)
- undertaken a structured process of evaluation of the services provided.

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:

- history of career development practice and implications for current approach and practices
- principles and practices of career development as outlined in the Australian Blueprint for Career Development
- key characteristics of stages of human development across the lifespan in relation to approaching life, learning and work effectively in self-directed ways:
    - childhood
    - adolescence
    - adulthood
    - post-retirement
- key stages in career development, including:
    - transition from school to work
    - promotion
    - changing career direction
    - periods of unemployment and return to work

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    - impacts of differing levels, types and reasons for underemployment, unemployment, redeployment and redundancy
    - retirement
    - post-retirement employment
- career development resources and information
- strategies for managing and developing resilience to change
- sociological aspects of career development practice, including impact of globalisation
- key principles of career development, including:
    - focus on the journey
    - access your allies
    - lifelong learning
    - change is constant
    - chase your dream
    - know yourself
- key concepts about:
    - learning
    - adult learning and models of adult learning.

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:
    - Australian Blueprint for Career Development
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD009 Conduct career guidance interviews

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assist clients identify their career aspirations and develop career plans through the effective conduct of career interviews.

This unit applies to individuals working in career development or a career related field.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assist clients to identify career aspirations	1.1 Confirm the role of the career practitioner and the client's rights and responsibilities

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	1.2 Develop rapport and a trusting working relationship with client, using effective communication practices and a person-centred approach 1.3 Identify the client's expectations and needs using appropriate questioning techniques and reflective listening 1.4 Discuss with clients the potential impact of career management, the concepts of change and career transition in the context of lifespan career development 1.5 Review and consider current labour market conditions and career information 1.6 Provide information to assist clients to identify opportunities and options related to career goals
2. Assist clients to identify career interests and needs'	2.1 Use exploratory activities and assessment tools to assist clients to identify their work-related interests, skills, knowledge and values' 2.2 Identify barriers to effective entry into a career or employment 2.3 Modify assessment tools to match client needs and cultural variations 2.4 Provide appropriate guidance, support and monitoring to support client understanding of the purpose and function of career assessment tools 2.5 Provide the client with information about how their assessment relates to job profiles, educational and training pathway requirements and employment opportunities
3. Identify career and employment opportunities and resources	3.1 Assist clients to understand and apply labour market information to their work search, career objectives and decision-making 3.2 Identify a range of realistic opportunities and options available to clients relevant to their profile 3.3 Encourage client to take an innovative approach to exploring/creating opportunities for work 3.4 Explain employment application protocols and processes to clients
4. Assist clients to develop a strategy to address their needs and interests	4.1 Assist client to identify priority areas for further investigation and develop workable strategies to address identified priorities 4.2 Assist client to develop their own action plans to address their preferences and needs

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	4.3 Identify areas where clients may require referral to specialists agencies or other professionals 4.4 Identify the range of support services able to be provided to the client by the organisation and other organisations 4.5 Develop and document the plan with the client defining any additional support required 4.6 Document and maintain confidentiality of client information and records in line with organisation requirements and privacy legislation

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD009 Conduct career guidance interviews	CHCCAR501C Conduct career guidance interview	This version was released in CHC Community Services Training Package release 3.0 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. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD009 Conduct career guidance interviews

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- conducted career guidance interviews with at least 3 different clients from different backgrounds and in 3 different situations selected from the following
    - a job seeker
    - a person seeking an education or training pathway
    - a person seeking to change their education or training pathway
    - a person who has been made redundant
    - a person seeking retirement
    - a person seeking voluntary work
    - a young person exiting secondary schooling
    - a school aged person exploring their career options and school subject selections
    - a person seeking promotion
    - a person seeking career change
- collaboratively developed and documented at least 3 different career action plans with clients.

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, state/territory) for career guidance interviews, and how these are applied in organisations:
    - children in the workplace

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  - codes of practice – the Professional Standards for Australian Career Development Practitioners
  - discrimination
  - duty of care
  - equal employment opportunity (EEO)
  - mandatory reporting
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - records management
  - specific legislation and its application to career development
  - work role boundaries – responsibilities and limitations
  - work health and safety
- principles of person-centred and strengths-based practice
- key aspects of career development including:
  - major career development theories
  - concepts of change and transition in the context of lifespan career development
  - factors influencing individual decision-making
  - generic work skills and their application to address employment and career development opportunities and requirements
  - career development resources and information and associated educational and training opportunities and resources
  - adult learning styles and principles
- employment information including:
  - current knowledge of the world of work
  - accepted methods for defining jobs
  - current labour market trends and information sources, including local, regional, national and international labour markets
  - occupational groups, clusters and networks
  - pathways to occupational areas
  - local options and support networks available
  - role of key players such as recruitment agencies, professional associations, employment services and funding bodies
  - assistance available to employers
- training and education information:
  - options and pathways

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    - funded training opportunities
    - financial aspects of education and training, including:
        - costs
        - incentives
        - assistance (national, state/territory, local)
- services and agenices for referral when client needs cannot be met by the organisation or are outside the scope of job role
- effects of unemployment on clients and barriers to employment and retention
- features of assessment tools and how they are used
- career plans and their features, formats and inclusions.

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:
    - client information
    - client assessment tools
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD010 Provide support to people in career transition

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to work with clients in career transition to collaboratively implement and monitor a career action plan and to evaluate their satisfaction with the support services provided.

This unit applies to individuals working in career development or a career related field.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Support clients to implement career action plan	1.1 Discuss and confirm goals with client based on review of plans already developed and employment opportunities

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	1.2 Assess client's current job or course search skills and resources and employment barriers to identify areas for development 1.3 Facilitate client access to services, training and networking opportunities and other information according to their needs 1.4 Assist clients to prepare and present materials that highlight key skills 1.5 Support clients to present themselves effectively 1.6 Use communication skills to gain client commitment 1.7 Document agreed plans with agreed actions, timelines and responsibilities
2. Monitor progress	2.1 Review and record client progress towards achievement of objectives in the career action plan 2.2 Where progress is not achieved, review and amend plan and strategies in collaboration with client 2.3 Provide feedback to support client progress towards achievement of goals 2.4 Identify and respond to client needs for additional career management skills
3. Evaluate services provided	3.1 Seek feedback and evaluate client satisfaction with services provided 3.2 Identify issues or inequities in service delivery and reflect on and report strategies for improvement 3.3 Contribute to potential improvements in service delivery systems and procedures within 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD010 Provide support to people in career transition	CHCCDP402B Assist clients to plan and access career pathways	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD010 Provide support to people in career transition

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked collaboratively using a person-centred approach with at least 3 different clients to develop plans for employment and other career transitions, including for at least 3 of the following:
    - a job seeker
    - a person seeking an education or training pathway
    - a person seeking to change their education or training pathway
    - a person who has been made redundant
    - a person seeking retirement
    - a person seeking voluntary work
    - a young person exiting secondary schooling
    - a school aged person exploring their career options and school subject selections
    - a person seeking promotion
    - a person seeking career change
- monitored and evaluated the implementation of those plans using a structured process of ongoing monitoring, feedback and reflection.

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, state/territory), and how these are applied in organisations:
    - Australian Blueprint for Career Development

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    - codes of practice – Professional Standards for Australian Career Development Practitioners
    - discrimination
    - duty of care
    - equal employment opportunity (EEO)
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations
    - work health and safety
- principles of person-centred and strengths-based practice
- diversity of career transition situations, and how career development practice supports individuals in those situations
- employment information including:
    - current knowledge of the world of work
    - accepted methods for defining jobs
    - current labour market trends and information sources, including local, regional, national and international labour markets
    - occupational groups, clusters and networks
    - pathways to occupational areas
    - local options and support networks available
    - role of key players such as recruitment agencies, professional associations, employment services and funding bodies
- training and education information:
    - options and pathways
    - funded training opportunities
- job search strategies including best practice regarding:
    - preparing and writing job applications for both the private and public sectors
    - preparing resumes and portfolios
    - using recruitment agencies
    - accessing online services
    - social media
- effects of unemployment on clients and barriers to employment and retention
- services and agenices for referral when client needs cannot be met by the organisation or are outside the scope of job role.

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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:
    - client information and existing career action plans
    - sources of labour market and education or training information
    - organisation policies and procedures
- modelling of industry operating conditions, including scenarios that involve interactions with real people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECD011 Manage quality in career development practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to apply current best practice standards in relation to case management, service quality and information management in the specific context of career development practice.

This unit applies to career development practitioners working with significant autonomy and self-direction either within an organisation or as independent practitioners.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Address professional case management standards	1.1 Maintain practice in accordance with professional standards for case management

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	1.2 Identify and document strategies for continuous improvement relating to case management practice and integrate into work systems 1.3 Implement improvement processes that reflect current research about practice performance 1.4 Take available opportunities to promote best practice in case management delivery 1.5 Evaluate work outcomes to ensure maintenance of accountability to clients and employers
2. Maintain quality service provision	2.1 Provide and promote quality career development services in line with professional standards 2.2 Work with clients to identify, understand and implement career management strategies of their choice and in their best interest 2.3 Support clients to maintain and develop ongoing application of career management strategies and ability to access and understand career information 2.4 Improve services in response to user feedback and to reflect ongoing professional development, research and learning
3. Maintain quality and currency of information and networks	3.1 Conduct ongoing research into the application of career development theory in practice 3.2 Maintain currency of information and information sources about the labour market and associated educational and training opportunities and resources 3.3 Research, use and advise clients about information technology options to access labour market and education and training information 3.4 Establish, maintain and expand networks and collaborative partnerships as a basis for providing best practice service delivery and referral options
4. Target services to address specific client needs	4.1 Develop and document strategies and practices to ensure services address the needs of diverse individuals and groups 4.2 Develop own skills base and network support to ensure services provided can address the needs of people with disability 4.3 Develop own knowledge and skills to facilitate provision of counselling support for clients facing challenging life situations and transitions

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECD011 Manage quality in career development practice	CHCCDP701A Manage quality in career development practice	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirement. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCECD011 Manage quality in career development practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- used structured processes to develop, document and maintain best practice standards and systems in at least 1 career development practice, including strategies for:
    - case management
    - client service quality, including strategies to address diverse client groups and challenges
    - ongoing research and information management
    - collaboration.

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, State/Territory) for career development at a practice management level and how these translate into the development of strategic approaches:
    - children in the workplace
    - codes of practice
    - discrimination
    - duty of care
    - equal employment opportunity (EEO)
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks

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    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation and its application to career development
    - work role boundaries – responsibilities and limitations
    - work health and safety
- current professional standards, best practice, and guiding principles underpinning career development practice and case management
- continuous improvement process strategies and processes, including:
    - planning
    - documentation
    - implementation
    - evaluation
- strategies for addressing diversity within client groups, including diversity associated with:
    - age
    - disability
    - gender
    - culture and language
    - socio-economic status
- networking and collaboration opportunities at a professional level in career development practice
- current in-depth trends and issues in:
    - labour market
    - education or training opportunities in school, vocational and higher education sectors
- use of information technology in career development practice
- formal and informal research methodologies
- resources available to support career development practice.

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:
    - industry best practice standards
    - labour market and education or training information

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- modelling of industry operating conditions, including:
    - scenarios that involve complex problem solving
    - scenarios that involve interactions with other people on professional issues.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECE001 Develop cultural competence

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding and acceptance of all cultures.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Reflect on own cultural identity and biases	1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitudes 1.2 Define aspects of the environment which influence own cultural identity 1.3 Reflect on potential impact own background may have on interactions and relationships with people from other cultures 1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency
2. Identify and develop cultural competency	2.1 Identify the cultural identities of the children within the service, their families and the local community 2.2 Critically analyse relationships, curriculum and activities 2.3 Identify skills, attributes or knowledge that may need to be developed to ensure cultural competency
3. Research Aboriginal and/or Torres Strait Islander communities	3.1 Identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels 3.2 Reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people
4. Support individual cultural identities	4.1 Identify and consult with appropriate persons to obtain knowledge of local cultural groups 4.2 Support activities within the service to encourage and promote participation by all cultural groups

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	4.3 Process information in a culturally sensitive way including identification of how and with whom information can be shared 4.4 Provide opportunities for all families to share their context and cultural knowledge 4.5 Provide opportunities for children and families to enhance their experience of cultural diversity 4.6 Demonstrate respect for all home languages and expose children to different language and dialects, and encourage appreciation of linguistic diversity
5. Create environments to support children's cross-cultural understanding and relationships	5.1 Plan and implement experiences that foster positive attitudes to inclusion 5.2 Explore with children the culture, heritage, backgrounds and traditions of each child within the context of their community 5.3 Promote establishment of constructive relationships with all children and families based on trusting relationships, respectful interactions, understandings of alternate world views and celebration of diversity 5.4 Use oral communication skills to role-model open, inclusive, ethical interactions with all children, families and colleagues 5.5 Observe children's interactions and participation to identify the need for additional cultural support and cross-cultural understanding
6. Support the implementation of inclusive learning experiences	6.1 Implement experiences that build on the diverse backgrounds of children and families within the service, broaden children's perspectives and encourage appreciation of diversity 6.2 Plan and implement experiences that focus on events, customs and beliefs that are relevant to the service's children and families
7. Support children in developing confidence and strength in personal and cultural identity	7.1 Support experiences and environments where secure, respectful and reciprocal relationships between children, families and other adults can be established 7.2 Communicate and interact with children to help them work towards a strong sense of identity, wellbeing and of being connected with and contributing to their world 7.3 Implement group activities to allow children to use collaborative processes to solve problems

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	7.4 Engage with peers, mentors or others to support individual children with specific cultural needs as appropriate 7.5 Follow community protocols when engaging with community members

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE001 Develop cultural competence		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCECE001 Develop cultural competence

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- reflected on own cultural identity and biases
- investigated cultural diversity in at least one service and community
- supported children's and families' cross-cultural relationships through the following activities:
    - interacting in culturally appropriate ways with children, families and communities
    - consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture
    - planning and implementing supportive environments for all children
    - supporting the implementation of experiences that encourage children to respect all cultures and to celebrate cultural differences
    - embedding examples of diversity and inclusion in daily practice
    - using effective oral communication techniques to liaise between differing cultural contexts and situations.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- cultural competence and diversity as outlined in the approved learning framework relevant to the workplace
- impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people
- organisational policies and initiatives designed to support participation
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including interactions with children and families

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE002 Ensure the health and safety of children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge to ensure the health and safety of children.

This unit applies to educators working in a variety of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support each child's health needs	1.1 Communicate with families about children's health needs 1.2 Maintain confidentiality in relation to children's individual health needs 1.3 Assist others to implement appropriate practices when administering medication 1.4 Check the written authorisation form to administer medication from the parent or guardian 1.5 Check the medication does not exceed the use-by date, is supplied in its original packaging and displays the child's name 1.6 Store medication appropriately
2. Provide opportunities to meet each child's need for sleep, rest and relaxation	2.1 Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs 2.2 Provide appropriate quiet play activities for children who do not sleep or rest 2.3 Respect children's needs for privacy during any toileting and dressing and undressing times 2.4 Ensure children's and families' individual clothing needs and preferences are met, to promote children's comfort, safety and protection within the scope of the service requirements for children's health and safety 2.5 Share information about individual children's rest and sleep with families as appropriate
3. Implement effective hygiene and health practices	3.1 Consistently implement hygiene practices that reflect advice from relevant health authorities 3.2 Support children to learn personal hygiene practices 3.3 Implement the service health and hygiene policy and procedures consistently

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	3.4 Ensure that service cleanliness is consistently maintained 3.5 Observe and respond to signs of illness and injury in children and systematically record and share this information with families 3.6 Consistently implement the service policies for the exclusion of ill children 3.7 Discuss health and hygiene issues with children
4. Supervise children to ensure safety	4.1 Supervise children by ensuring all are in sight or hearing distance at all times 4.2 Adjust levels of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved in activities 4.3 Exchange information about supervision with colleagues to ensure adequate supervision at all times
5. Minimise risks	5.1 Assist in the implementation of safety checks and the monitoring of buildings, equipment and the general environment 5.2 Consistently implement policy and procedures regarding the use and storage and labelling of dangerous products 5.3 Follow service procedures for the safe collection of each child, ensuring they are released to authorised people 5.4 Assist in the supervision of every person who enters the service premises where children are present 5.5 Discuss sun safety with children and implement appropriate measures to protect children from over-exposure to ultraviolet radiation 5.6 Check toys and equipment are safe for children and safe to use in their proposed area 5.7 Remove any hazards immediately or secure the area to prevent children accessing the hazard
6. Contribute to the ongoing management of allergies	6.1 Identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis 6.2 Apply organisational risk-management strategies for children with severe allergies 6.3 Follow organisational policies and legislative requirements in relation to medication for anaphylaxis

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7. Contribute to the ongoing management of asthma	7.1 Identify signs, symptoms and triggers of asthma 7.2 Identify children who have an asthma management plan and follow that plan 7.3 Follow organisational policies and legislative requirements in relation to medication for asthma

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
Reading – in order to accurately read and interpret medication packaging and dosage instructions Numeracy – in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml) The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE002 Ensure the health and safety of children	CHCCN301C Ensure the health and safety of children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE002 Ensure the health and safety of children

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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 demonstrated evidence that the candidate has completed the following tasks at least once:

- consistently supported the health needs of the children in the service, including the following activities:
    - contributing to the provision of a clean and safe environment
    - recognising and responding to signs of illness of children, including signs and symptoms of asthma and anaphylaxis
    - reading and interpreting authorisation forms, medication labels, medical management plans and other relevant medical information
    - developing children's awareness of safety

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Knowledge Evidence

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

These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- how to undertake a risk analysis of toys and equipment
- potential hazards to children, including medical conditions
- children's requirements for sleep and rest
- environments that promote rest and sleep including light, noise, temperature and ventilation requirements
- signs, symptoms and key characteristics of allergy/anaphylaxis
- signs, symptoms and key characteristics of asthma
- how to use an adrenalin auto injector for anaphylaxis
- how children's oral health impacts on their general health and well-being, including signs of tooth decay
- safety issues and risk management strategies for children's health and safety in a variety of contexts
- basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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Asthma and anaphylaxis aspects of this unit are best assessed in conjunction with *HLTAID004 Provide an emergency first aid response in an education and care setting*

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE003 Provide care for children

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to ensure children's physical and emotional well-being is maintained and their self-sufficiency is nurtured.

This unit applies to people who work with children in a range of early education and care services.

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.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Provide physical care	1.1 Manage toileting accidents in a manner that protects the child's self-esteem and privacy 1.2 Supervise and engage with children eating and drinking 1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety
2. Promote physical activity	2.1 Consistently implement movement and physical experiences as part of the program for all children 2.2 Participate with children in their physical activity 2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child 2.4 Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities 2.5 Engage children in outdoor play 2.6 Foster children's participation in physical activities

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	2.7 Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing
3. Adapt facilities to ensure access and participation	3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk-taking 3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities 3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air 3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences 3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests
4. Help children with change	4.1 Prepare children for changes in a supportive and timely manner 4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child 4.3 Identify and respond to children's feelings openly, appropriately and with respect 4.4 Encourage children to communicate, listen and treat others with respect 4.5 Encourage opportunities to express feelings and emotions appropriately
5. Settle new arrivals	5.1 Observe families and children for signs of stress/distress on arrival 5.2 Begin interaction with the child while family is still present to minimise abruptness of separation 5.3 Encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child 5.4 Respond to child's distress at separation from the family in a calm reassuring manner

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to interact calmly and positively with families and children The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE003 Provide care for children	CHCCN302A Provide care for children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE003 Provide care for children

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- provided care and responded appropriately to at least three children of varying ages, including:
    - promoting physical activity and encouraging participation

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    - engaging children in discussions around physical health and wellbeing
    - adapting the physical environment to ensure challenge and appropriate risk-taking
    - ensuring the smooth transition of new arrivals
    - supporting children through transition and change
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

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

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- basic principles of child physical and emotional development
- United Nations Convention on the Rights of the Child
- recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
- impact of changes of routines and environments for children
- sun safety
- relevance of hand hygiene for minimising infectious diseases
- code of ethics
- routines and strategies to minimise distress at separation of parent and child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be assessed in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE004 Promote and provide healthy food and drinks

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Promote healthy eating	1.1 Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition 1.2 Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes 1.3 Support and guide children to eat healthy food 1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day 1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes
2. Plan food and drinks that are nutritious and appropriate for each child	2.1 Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating 2.2 Assist in ensuring children's individual needs are consistent with advice provided by families about their child's dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child's nutrition 2.3 Read and interpret food labels and other information about food contents 2.4 Assist in providing education and support to families around healthy eating 2.5 Assist to develop and display a cycle of written menus detailing the food that is provided to children

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3. Maintain food safety while carrying out food-handling activities	3.1 Assist in developing and maintaining food safety procedures according to relevant guidelines 3.2 Within scope of own work role, carry out food-handling, preparation and storage according to service policies and procedures and regulatory requirements. 3.3 Follow food safety procedures when preparing food

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Reading – in order to accurately read and interpret food labels and dietary requirements. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Guidelines for healthy eating must include:	• Australian Dietary Guidelines and Infant Feeding Guidelines.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE004 Promote and provide healthy food and drinks	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to	Not equivalent

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		elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	

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Assessment Requirements for CHCECE004 Promote and provide healthy food and drinks

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- planned and provided food and drink for children on at least three occasions, including:
  - identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements
  - role-modelling healthy eating habits for children
  - ensuring safe handling, preparation and storage of food and drinks
  - creating a positive, relaxed environment during mealtimes
- engaged children by involving them in menu planning and assisting in meal preparation

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- read and interpreted food labels to identify ingredients of concern and nutrition content.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
  - the National Quality Framework
  - the National Quality Standards
  - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis
- infant feeding requirements and guidelines
- recommendations for healthy eating – Dietary Guidelines for Children and Adolescents in Australia and the *Australian Guide to Healthy Eating*, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources
- implications of poor diet including tooth decay, deficiencies, poor concentration, out of character behaviour
- food-handling requirements, preventing microorganism contamination and/or allergic reactions
- importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE005 Provide care for babies and toddlers

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children's physical and emotional wellbeing is maintained.

This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Promote safe sleep	1.1 Reach agreement with families on how sleep and rest will occur 1.2 Check that cots, bedding and equipment meet approved standards 1.3 Implement safe sleep practices and explore and implement quality sleeping environments 1.4 Ensure bedding is clean, using appropriate hygiene practices
2. Provide positive nappy-changing and toileting experiences	2.1 Change nappies using appropriate hygiene practices 2.2 Adapt experiences to meet the individual child's routines 2.3 Support children sensitively and positively when they are learning to use the toilet 2.4 Work with families to support children's toilet learning
3. Promote quality mealtime environments	3.1 Promote positive mealtime environments that are adapted to meet the individual child's routines and needs 3.2 Ensure babies are fed individually 3.3 Follow approved standards for safe storage and heating of formula and breast milk and for cleaning equipment and utensils 3.4 Assist in providing a supportive environment for mothers to breastfeed 3.5 Prepare formula and other food according to recommended food safety standards

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4. Create a healthy and safe supporting environment	4.1 Communicate with families daily about the child's intake and experiences with food and drink 4.2 Ensure safe areas and encouragement is provided for babies to practise rolling over, sitting, crawling and walking 4.3 Supervise closely when babies and toddlers are in situations that present a higher risk of injury 4.4 Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies 4.5 Keep up-to-date with children's immunisation status and recommended immunisation schedule
5. Develop relationships with babies and toddlers	5.1 Provide predictable personal care routines that are rich and enjoyable 5.2 Respond to babies and toddlers when they practise language by repeating words, sounds and gestures that children use 5.3 Describe objects or events and talk about routine activities with babies and toddlers 5.4 Initiate one-to-one interactions with babies and toddlers during daily routines and add to interactions initiated by babies and toddlers 5.5 Use a favourite toy or comfort item brought from home to assist babies and toddlers 5.6 Provide babies and toddlers with many opportunities to experience relaxed and physical contact 5.7 Respond positively to babies' and toddlers' exploratory behaviour 5.8 Closely monitor babies and toddlers for signs of hunger, distress, pain and tiredness, and provide physical comfort as appropriate
6. Develop relationships with families	6.1 Gather information from the family to assist in the transition from home to care 6.2 Assist in the transition from home to care 6.3 Communicate daily with families about their child

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE005 Provide care for babies and toddlers	CHCCN305B Provide care for babies	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE005 Provide care for babies and toddlers

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including:
    - assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain
    - setting up a safe environment conducive to rest
    - changing nappies
    - heating breast milk and formula, preparing bottles and preparing and heating food
    - cleaning equipment and utensils
    - feeding babies

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- developed a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including:
    - settling new babies and toddlers through observing, monitoring and appropriately interacting with them and their caregivers
    - engaging in one-to-one interactions with babies and toddlers during daily routines
- supported the learning of at least three different babies and toddlers of varying ages, including:
    - responding appropriately to babies' and toddlers' cues and language
    - initiating and modelling language with babies and toddlers
    - providing stimulating environments that support skill development
    - modifying the environment and interactions to support babies/toddlers changing requirements
    - encouraging their attempts to gain new skills
    - providing opportunities to develop self- knowledge and awareness
    - contributing to their emotional and psychological well-being
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- individual patterns and routines of babies and toddlers
- appropriate interactions with babies and toddlers, including:
    - individual differences of babies' and toddlers' needs for rest, and sleep/rest patterns
    - signs of stress, distress or pain in babies and toddlers
    - social development of babies and toddlers
- dietary requirements and nutritional needs of babies and toddlers

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- food safety guidelines
- recommendations for oral health, including restricting bottles meal times only
- guidelines for infection control
- safe and unsafe practices for working with babies
- different practices and routines used by various families and their underlying cultural or personal rationale
- emotional, physical and language development of babies and toddlers
- attachment theory
- Sudden Infant Death Syndrome
- United Nations Convention on the Rights of the Child
- brain development in babies and toddlers
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessment must involve:

- interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE006 Support behaviour of children and young people

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge to apply strategies to guide responsible behaviour of children and young people in a safe and supportive environment.

The unit applies to workers in a range of community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to a safe and supportive environment	1.1 Use safe, supportive and equitable practices appropriate to the development stage and needs of the child and/or young person 1.2 Recognise any developmental challenges or mental health issues of child or young person that may have potential impacts on behaviour 1.3 Identify contributing environmental factors
2. Use positive support techniques	2.1 Establish expectations for behaviour in consultation with supervisor and in line with work role 2.2 Provide instructions in a manner appropriate to the child or young person's needs and context of the work environment and activity 2.3 Use positive reinforcement and clear verbal and non-verbal communication strategies to acknowledge responsible behaviour 2.4 Employ appropriate strategies to redirect behaviour and defuse situations

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3. Observe and collect data to assist with development of appropriate strategies for support	3.1 Collect data and record observations as a basis for gaining understanding of the child/young person's behaviour 3.2 Use data to demonstrate the frequency, intensity and duration of behaviours requiring support
4. Implement strategies to support children or young people who require additional support	4.1 Implement strategies to support child or young person with guidance from supervisor or as designed by a specialist 4.2 Identify areas of concern for discussion with supervisor 4.3 Contribute effectively to implementation of personalised support plans
5. Monitor and review strategies	5.1 Monitor new strategies and record responses of child or young person in accordance with organisational policy and procedures 5.2 Adapt levels of support required and provided, based on need and response of child or young person, after consultation with supervisor 5.3 Document observations and offer feedback to supervisor as additional support

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCECE006 Support behaviour of children and young people	CHCCHILD301B Support behaviour of children and young people	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCECE006 Support behaviour of children and young people

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- communicated issues to a supervisor and negotiated solutions in a clear and appropriate manner at least twice
- guided behaviour using positive support techniques with at least two children and/or young people

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- discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others
- recorded observations and identified behaviours requiring support of children and/or young people using a range of methods
- used judgement to determine when to involve other staff for supported intervention.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- definitions of and differences between disruptive behaviour and behaviours of concern
- how learning difficulties or mental health issues may affect behaviour
- impacts of environment and culture on behaviour of children and/or young people
- communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be assessed in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE007 Develop positive and respectful relationships with children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

This unit applies to educators who work with children in a range of education and care service settings.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate positively with children	1.1 Respond sensitively and appropriately to all children's efforts to communicate 1.2 Engage in sustained conversations with individual children about things that interest the child 1.3 Consistently respond positively to all children who require attention 1.4 Sit and talk with children at mealtimes and help create a relaxed and unhurried routine
2. Interact positively with children	2.1 Participate in children's play and using children's cues to guide the level and type of involvement 2.2 Respond positively and respectfully to children's comments, questions and requests for assistance 2.3 Role-model positive interactions with others 2.4 Encourage children to share their stories and ideas
3. Support and respect children	3.1 Assist to create an environment that reflects the lives of the children, their families and the local community 3.2 Support implementation of practices and routines that honour children, their family and the community context 3.3 Show genuine interest in, understanding of and respect for all children 3.4 Comfort children who cry or show signs of distress 3.5 Respond positively to the varying abilities and confidence of all children

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	3.6 Acknowledge children's efforts and achievements
4. Maintain the dignity and rights of children	4.1 Assist in organising spaces, resources and routines to minimise times when children are likely to experience stress or frustration 4.2 Allow children to make choices and to experience natural consequences of these where there is no risk of physical or emotional harm to the child or another being 4.3 Monitor and respond to children's play and support interactions where there is conflict 4.4 Acknowledge children when they make positive choices in managing their own behaviour 4.5 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them 4.6 Be gentle, calm and reassuring even when children strongly express distress, frustration or anger 4.7 Consistently guide all children's behaviour in ways that are focused on supporting children to develop skills to self-regulate and preserve and promote children's self-esteem 4.8 Involve children in developing limits and consequences for inappropriate behaviours

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to engage in sustained conversations with children. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCECE007 Develop positive and respectful relationships with children	CHCIC301E Interact effectively with children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE007 Develop positive and respectful relationships with children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- communicated positively and respectfully and interacted effectively with at least three children, including:
  - active listening
  - consideration of a child's age, activities, interests, culture and needs
  - interpreting non-verbal cues of children
  - responding to distress in ways that meets the child's need
  - communication of care and respect through all interactions
- assessed and responded appropriately to behaviours of concern
- encouraged children to respect similarities and differences between each other

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- involved and encouraged children in decision-making and planning
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- effective communication techniques including verbal and non-verbal ways to show respect
- techniques to guide children's behaviour
- United Nations Convention on the Rights of the Child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE009 Use an approved learning framework to guide practice

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify learning frameworks	1.1 Investigate different approved learning frameworks and identify the framework relevant to the service 1.2 Recognise differences between the relevant framework and other approved frameworks 1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations
2. Apply the learning framework	2.1 Investigate how the framework is applied to support children's learning 2.2 Explore and develop an understanding of the principles and practices of the relevant framework 2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role 2.4 Work in collaboration with others to implement framework learning outcomes 2.5 Reflect on own practices in the workplace and discuss with supervisor

Foundation Skills

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

- *Reading* – in order to interpret and apply relevant approved learning frameworks in the context of own work role.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

The learning framework used must be one listed in the Education and Care Services National Regulations.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE009 Use an approved learning framework to guide practice		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCECE009 Use an approved learning framework to guide practice

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- worked collaboratively with at least one other educator to implement an approved learning framework within an approved education and care service, including:
    - investigating and documenting at least two examples of how the learning framework is demonstrated in the service
    - researching and documenting at least one example of how each principle of the learning framework is reflected in the service
    - working closely with others and under supervision to help implement the framework
    - reflecting on and discussing practice with supervisor and others
    - investigated and documented their own involvement in at least three examples of pedagogical practices in the service.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - Belonging, Being and Becoming: The Early Years Learning Framework for Australia
    - My Time, My Place: Framework for School Age Care in Australia
    - the relevant approved learning framework used in the service if different from those above
- how to navigate through framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- key participants in the implementation of the relevant approved learning framework
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE010 Support the holistic development of children in early childhood

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age.

This unit applies to educators working in a range of early childhood education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support physical development	1.1 Use daily routines as opportunities to support children to acquire and practise skills 1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play 1.3 Help to create opportunities to support the emerging physical skills of individual children 1.4 Support children to take increasing responsibility for their own health and wellbeing
2. Support social development	2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding 2.2 Create opportunities for one-on-one interactions 2.3 Model care, empathy and respect for children, educators and families 2.4 Join in play and social experiences with other children 2.5 Assist and support children when they are having difficulty understanding or communicating with each other 2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals 2.7 Assist children to develop trusting relationships with educators and other adults 2.8 Encourage children to respect and regard each other's individual differences

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	2.9 Offer children play choices and respect children's choice to watch and observe
3. Support emotional development	3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding 3.2 Ensure children experience pride and confidence in their achievements 3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn 3.4 Encourage children to express and manage feelings appropriately 3.5 Support children's efforts, assisting and encouraging as appropriate 3.6 Motivate and encourage children to persevere with challenges 3.7 Share children's successes with families
4. Support cognitive development	4.1 Intentionally scaffold children's learning 4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development 4.3 Provide experiences that allow children to explore a range of concepts
5. Support communication development	5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages 5.2 Select, read and tell developmentally appropriate stories 5.3 Use puppets and other props to stimulate children's enjoyment of language and literature 5.4 Model and encourage two-way communication through questions and careful listening 5.5 Encourage children to explore symbols, patterns and their relationships

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	5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds 5.7 Create opportunities for group discussions and exchange of views between children 5.8 Ask and answer questions during the reading and discussion of books or other text 5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes
6. Create an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges 6.2 Provide resources and materials that offer challenge, intrigue and surprise 6.3 Assist to promote children's sense of belonging and connectedness 6.4 Engage children in sustained shared conversations to extend their thinking 6.5 Provide the opportunity for scaffolding learning and development 6.6 Assist children to see their mistakes as opportunities to learn and grow 6.7 Facilitate families' diverse contributions to the learning community 6.8 Share information with colleagues about child development and wellbeing

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE010 Support the holistic development of children in early childhood	CHCFC301A Support the development of children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE010 Support the holistic development of children in early childhood

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- supported the development of children in at least three different situations/activities (including different age groups and abilities), including:
    - interacting with children to holistically support development and learning appropriate to the child's abilities and age
    - providing a variety of experiences and environments to support the different areas of children's development (including a combination of physical, creative, social, emotional , language and cognitive)
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- code of ethics
- United Nations Convention on the Rights of the Child
- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- and how to navigate through framework and standards documents to find areas relevant to this unit of competency
- introductory-level child development for children, including:
    - early brain development
    - importance of the early years for subsequent educational success
    - foundational knowledge of developmental theory
- aspects of poor early childhood development, such as:
    - poor diet
    - lack of play
    - limited stimulation of brain development
    - lack of materials and resources
    - inconsistent or non-existent emotional support or comfort
    - trauma
    - other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts
- biological and environmental influences on development
- symbol systems including letters, numbers, time, money and musical notation.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE011 Provide experiences to support children's play and learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support children’s play and learning.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Create an environment for play	1.1 Assist in the provision of areas, resources and materials for different kinds of play 1.2 Set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging 1.3 Assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors
2. Support children’s play and learning	2.1 Engage children in discussion (as appropriate) of their play and learning 2.2 Use routines to undertake intentional teaching and seek opportunities for spontaneous learning 2.3 Use experiences, resources and materials flexibly to meet children’s individual preferences and to prompt extensions of play 2.4 Assist children to participate in a variety of experiences and to choose those which support their competency and confidence 2.5 Demonstrate respect for children’s choice not to participate and encourage participation where an experience is new or unknown
3. Facilitate children’s play, learning and physical activity	3.1 Follow child’s lead in play and participate when invited 3.2 Initiate play and invite the child to participate 3.3 Interact with children showing enthusiasm, playfulness and enjoyment

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	3.4 Respond to children’s reactions to play environments to ensure each child remains interested, challenged but not frustrated 3.5 Establish routine with children so as to support them in remaining safe

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE011 Provide experiences to support children's play and learning	CHCPR301C Provide experiences to support children's play and learning	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.Significant changes to elements and performance criteria.New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE011 Provide experiences to support children's play and learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including:
    - demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children
    - guiding and facilitating individual children’s play and learning experiences, including allowing for children to make decisions
    - creating an environment that allows for individual and collaborative experiences
    - providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevance of the approved framework to pedagogical practices
- play and learning experiences, associated resources and materials relevant to the interests and abilities of children
- role of play in learning
- theories that pertain to play
- reflective practice
- United Nations Convention of the Rights of the Child
- organisational standards, policies and procedures
- safety measures available to minimise risks for children and others.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE012 Support children to connect with their world

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required to support and encourage children's connection with their environment.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support children to develop an understanding and respect for the natural environment	1.1 Use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land 1.2 Role-model respect, care and appreciation for both natural and constructed environments 1.3 Assist in providing children with a wide range of natural and recycled materials in their environments both indoor and outdoor 1.4 Providing children with information and access to resources about the environment and the impact of human activities on environments 1.5 Assist in creating spaces that promote the development of life skills, in areas including growing and preparing food, waste reduction and recycling
2. Identify areas for change	2.1 Identify aspects of sustainability in the service 2.2 Recognise opportunities for changes to current practices and principles to ensure they are sustainable 2.3 Develop and implement strategies to address these areas of sustainable change in consultation with supervisor 2.4 Evaluate strategies in consultation with supervisor
3. Support others in implementing sustainable practices	3.1 Encourage children to participate in discussions and learning experiences about sustainable practices 3.2 Encourage adults and children to participate in the sustainable practices of the service 3.3 Identify and encourage opportunities for families and community to be involved

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE012 Support children to connect with their world	CHCPR302A Support sustainable practice	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCECE012 Support children to connect with their world

Modification History

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2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks:

- supported practices that encourage children to connect to their environment on at least three occasions, including:
    - providing children with a wide range of natural and recycled materials
- identified and supported workplace procedures to enhance environmental sustainability, including:
    - identifying changes to cleaning and maintenance equipment and associated resources
    - identifying changes to practices and systems
- supported children and other adults to become environmentally responsible and show respect for the environment by:
    - facilitating sustainable practices discussions

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- modelling sustainable behaviours.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
  - the National Quality Framework
  - the National Quality Standards
  - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- context and application of sustainable development and sustainability within an education and care service children's services environment
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE013 Use information about children to inform practice

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment , including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to gather information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance required to demonstrate achievement of the element.*
1. Gather information about the child through observation	1.1 Observe, listen and talk with children for sustained periods of time 1.2 Pay close attention to what the child is saying and doing 1.3 Identify their interests, ideas, knowledge and skills
2. Gather information about the child from secondary sources	2.1 Use child records to collect information about each child 2.2 Collaborate with family and other educators to collect information about each child's needs, interests, skills and cultural practices
3. Record observations appropriately	3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and recorded accurately in accordance with service requirements 3.2 Ensure discussion and recording of information is free from biased comments and negative labelling of children
4. Use observations and information collected to contribute to program planning	4.1 Use information gathered about the child to contribute to the planning of programs that promote children's learning and development 4.2 Use information gathered about the child to ensure interactions are responsive and respectful of the individual child

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE013 Use information about children to inform practice	CHCPR303D Develop understanding of children's interests and developmental needs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE013 Use information about children to inform practice

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment , including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- observed, documented and analysed information regarding at least three children of varying ages, including:
    - gathering and recording information using:
        - observations
        - questioning
        - discussion with families
        - anecdotal information
        - learning stories
        - jottings

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        - digital images
        - samples of children's work
    - analysing observations of the children's behaviour, including:
        - aspects of child's development
        - knowledge, ideas, abilities and interests
        - social interactions
        - reactions to play environment
    - writing reports that record observations accurately and respectfully to the level of detail expected in the service
    - using information to contribute to program/planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through standards and framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- reflective practice
- child development, in order to analyse information and plan accordingly
- observation techniques
- report-writing standards and protocols relevant to the context of observation reports
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care
- observation-recording tools.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE014 Comply with family day care administration requirements

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required to comply with the administrative tasks established for family day care operations.

This unit applies to educators working in a family day care context.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Perform administration activities in line with legislative and organisational requirements	1.1 Identify administration practices and requirements of the coordination unit 1.2 Follow organisational processes to update coordination unit regarding changes to families' contact details and care requirements 1.3 Provide administrative, policy and procedural information to parents in line with organisational requirements 1.4 Communicate leave arrangements to families, including alternative care arrangements 1.5 Monitor the number of children in care in line with legislative limits 1.6 Maintain records in a secure and confidential manner
2. Record required information using appropriate forms	2.1 Correctly use receipts and timesheets 2.2 Clearly and accurately communicate service costs, availability and care arrangements for families in line with legislative requirements 2.3 Accurately complete attendance records and practices for arrival and departure of a child 2.4 Accurately record information by using standard forms to record all contact details, parent/carer consents, emergency information, child health and other required documentation

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3. Follow organisational requirements for taxation and insurance	3.1 Keep receipts and record details to meet audit and taxation requirements 3.2 Plan a schedule to ensure timely taxation payments 3.3 Provide details of insurance coverage required for the home-based child care business as defined by legislation and regulations

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Reading* – in order to interpret and apply applicable legislative and regulatory requirements relevant to operating a family day care service • *Numeracy* – in order to plan and perform basic business calculations The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE014 Comply with family day care administration requirements	CHCAL307A Comply with family day care administration requirements	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCECE014 Comply with family day care administration requirements

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- collected and recorded accurate information about at least three children
- maintained a schedule of taxation requirements, tax records and receipts
- prepared and used attendance lists, emergency contact forms, permission forms and timesheets on at least three separate occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:

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    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- rules for administration of family fee subsidies including taxation requirements
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a family day care context within a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE015 Attend to daily functions in home based child care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required to work with families to plan and attend to the daily functions as a home-based care provider.

This unit applies to those providing home-based care for children and may include the contexts of nanny, governess, home tutor or home help.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Clarify and plan for daily functions related to the provision of care	1.1 Gather information from primary carer/s about the home-based care to be provided 1.2 Work in consultation with families about the expectations and limitations of the home-based care role 1.3 Identify specific needs of children and plan to accommodate these needs in collaboration with primary carer/s 1.4 Formalise and present to primary carer/s a plan for attending to daily care functions 1.5 Clarify with primary carer/s the processes for which concerns about care provisions or plans can be reviewed and/or renegotiated
2. Attend to agreed daily functions of home-based care	2.1 Attend to developmental needs of children within scope of home-based care practice and standards 2.2 Ensure health and safety of children in provision of all home-based care 2.3 Follow agreed processes, policies or standards for reporting health and safety concerns of children in home-based care 2.4 Develop and implement strategies that support the family's cultural, spiritual and value base when caring for the child 2.5 Respect and ensure confidentiality of family information accessed as part of job role and within provisions of legislation and duty of care

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3. Respond to unexpected changes in home-based care	3.1 Work in consultation with primary carer/s about provision for unforeseen circumstances that may occur in home-based care 3.2 Discuss, clarify and document changes to expected daily tasks, to address unexpected circumstances and ensure best possible outcomes for the child 3.3 Communicate inability to attend to daily functions to child's primary carer/s to provide opportunity for alternative arrangements 3.4 Communicate promptly to primary carer/s any emergency situations relating to changes to home-based care arrangements
4. Review daily care functions	4.1 Conduct a daily review of intended care functions and make variations according to the needs of the child and in consultation with the primary carer/s 4.2 Modify home-based care experiences to incorporate information gained from regular consultations with primary carer/s 4.3 Communicate regularly with primary carer/s about relevant issues or needs of children in home-based care environment

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCECE015 Attend to daily functions in home based child care	CHCNAN301B Attend to daily functions in home based child care	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCECE015 Attend to daily functions in home based child care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks:

- engaged in discussion with at least two carers/families about care requirements, including:
  - discussing expectations and limitations of service with carer/family
  - collaborating with carer/family to identify child's needs and developed a plan for attending to daily care functions
  - strategies to support families' values when caring for the child
- provided care to at least two children of varying ages
- demonstrated appropriate response to unexpected circumstances, including:
  - communicating with carer/family
  - documenting changes

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    - advising on alternative arrangements
- reviewed at least one program in consultation with carer/family and made variations to program as required

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- developmental stages of babies and children
- family values and beliefs
- legislation and regulations relevant to the home-based care environment, including:
    - behaviour support procedures
    - confidentiality
    - insurances
    - obligations under child protection legislation
    - organisational policies and procedures
    - work health and safety regulations
- safety issues and risk management strategies for children's health and safety in a variety of contexts, including:
    - allergies and related medications
    - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
    - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
    - contingency management processes
    - excursions and travel situations
    - outdoor and indoor play areas.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE016 Establish and maintain a safe and healthy environment for children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

The unit describes the skills and knowledge to establish and maintain a safe and healthy environment for children.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support each child's health needs	1.1 Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis 1.2 Ensure that any concerns or questions about a child's health needs are conveyed to their family 1.3 Consult with relevant authorities to ensure that health information is current 1.4 Ensure that individual medical management plans for children with a specific health care need are in place and readily available at the service
2. Provide for each child's comfort	2.1 Ensure that groupings of children are configured to provide for each child's comfort and to minimise the risk of overcrowding 2.2 Make sure physical spaces are available for children to engage in rest and quiet activities 2.3 Offer a range of active and restful experiences to children and support them to make appropriate decisions regarding participation
3. Promote and implement effective hygiene practices	3.1 Ensure that the service accesses information on current hygiene practices 3.2 Maintain written procedures and schedules to ensure a regular regime of washing children's toys and equipment 3.3 Provide families with information and support that helps them to follow the service's hygiene procedures

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	3.4 Ensure that information about correct hand washing procedures are displayed in relevant areas of the service
4. Take steps to control the spread of infectious diseases	4.1 Configure groupings of children to minimise the risk of illness and injuries 4.2 Source information about recognised health and safety guidelines 4.3 Ensure that service procedures are followed, in relation to notifying families of illness or injuries that affect children while in education and care 4.4 Advise families and public health authorities where necessary of cases of infectious diseases at the service and provide them with relevant information 4.5 Ensure current records of children's immunisation status are up-to-date and a procedure is in place to maintain the currency 4.6 Provide information to families and educators about child and adult immunisation recommendations
5. Ensure adequate supervision of children	5.1 Arrange equipment, furniture and activities to ensure effective supervision while also allowing children to access private and quiet spaces 5.2 Ensure new or relief educators are informed of supervision arrangements and of what they are required to do in relation to supervising children 5.3 Undertake a risk assessment for each excursion including implications for supervision
6. Take precaution to protect children from harm	6.1 Ensure safety checks are consistently implemented and action is taken as a result of the checks 6.2 Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition 6.3 Ensure simple warning signs are located where potentially dangerous products are stored 6.4 Confirm safety of any drinks, food and cooking utensils and appliances used as part of the program

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	6.5 Ensure that basic training and testing on how to move and fit car seats, restraints and booster seats (applicable to the age of relevant child) is available to all educators 6.6 Keep records of pest/vermin inspections and/or eradications 6.7 Develop and maintain a written process for monitoring who enters and leaves the premises at all times 6.8 Provide detailed information to families regarding any excursion being undertaken
7. Develop plans to effectively manage incidents and emergencies	7.1 Ensure emergency procedures are displayed prominently throughout the premises 7.2 Make certain that all educators have ready access to a phone or similar means of communication 7.3 Ensure emergency numbers are located near telephones 7.4 Communicate information to families about the service's emergency procedures and incident management plans 7.5 Discuss and practise emergency drills with children, educators and any other people on the premises 7.6 Ensure that emergency equipment is available and tested and staff are trained in the use of it 7.7 Maintain a portable record of children's emergency contacts in case of emergencies

Foundation Skills

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

- *Reading* - in order to interpret and apply relevant legislative and regulatory requirements, including National Quality Standards, required for ensuring safety in a service.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE016 Establish and maintain a safe and healthy environment for children	CHCCN511B Establish and maintain a safe and healthy environment for children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE016 Establish and maintain a safe and healthy environment for children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- established and maintained an environment that is safe and healthy for children in at least once service, including:
    - communicating hazards and safety issues to appropriate persons within the service
    - coordinating emergency responses including evacuation plans
    - planning and coordinating supervision of children
    - promoting and monitoring safety practices, including administration of medicines and safe handling of food
    - coordinating appropriate procedures for handling infections and illnesses, including communicating with families

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    - enacting strategies to support children to take increasing responsibility for their own health and physical wellbeing.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- common childhood illnesses and appropriate responses
- strategies for minimising risk
- notifiable diseases
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

• National Quality Framework for Early Childhood Education and Care

• the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care

• evacuation plans

• health and safety procedures and policies, including food-handling, travel and medication administration.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Combination of content from CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age.

The unit applies to educators working in a range early education and care service settings.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Foster physical development	1.1 Assess and monitor children's physical skills and development 1.2 Plan and provide appropriate experiences and opportunities to foster each child's fine and gross motor skills, and fundamental movement skills through play 1.3 Plan and provide experiences which challenge the physical skills and abilities of children and promote physical fitness
2. Foster social development	2.1 Assess and monitor children's social skills and development 2.2 Plan and provide opportunities for different forms of social interaction between children during play with respect for each child's interests, goals and development stage 2.3 Create opportunities for children to participate in meaningful ways in group discussions and shared decision-making 2.4 Structure experiences in a way that promotes cooperation and conflict resolution 2.5 Promote a sense of community within the service 2.6 Arrange the environment to encourage interactions between children as well as accommodating a child's need for privacy, solitude or quiet 2.7 Provide opportunities for children to investigate ethical issues relevant to their lives and their communities

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3. Foster emotional development	3.1 Assess and monitor children's emotional development 3.2 Create opportunities for children to experience individual strengths and successes during play 3.3 Plan and provide opportunities through play that challenge children's emerging skills and capabilities 3.4 Provide opportunities for children to engage independently with tasks 3.5 Create opportunities for children to explore self-image and identity through play 3.6 Provide opportunities for children to release feelings and express emotions through suitable experiences
4. Foster cognitive development	4.1 Assess and monitor children's cognitive skills and development 4.2 Engineer and provide opportunities for children to participate in science, mathematics and technology experiences 4.3 Plan and provide opportunities through play for children to experience the consequences of their choices, actions and ideas 4.4 Create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning 4.5 Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising 4.6 Provide opportunities through play for children to explore concept development 4.7 Make opportunities for children to both construct and take apart, as a strategy for learning 4.8 Provide children with a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare
5. Foster communication development	5.1 Assess and monitor children's language skills and development

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	5.2 Plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play 5.3 Create opportunities for children to listen and respond to language 5.4 Value the child's linguistic heritage and encourage the use and acquisition of home languages 5.5 Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text 5.6 Create a literacy-enriched environment including displaying home languages and Standard Australian English 5.7 Provide resources that encourage children to experiment with images and print
6. Foster an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges 6.2 Provide resources and materials that offer challenge, intrigue and surprise 6.3 Assist to promote children's sense of belonging and connectedness 6.4 Engage children in sustained shared conversations to extend their thinking 6.5 Provide the opportunity for scaffolding learning and development 6.6 Assist children to see their mistakes as opportunities to learn and grow 6.7 Facilitate families' diverse contributions to the learning community 6.8 Share information with colleagues about child development and wellbeing 6.9 Create learning environments where children are able to immerse themselves in self-directed play 6.10 Recognise spontaneous teachable moments as they occur and use them to build on children's learning 6.11 Ensure a balance between child-initiated and educator-supported learning 6.12 Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning

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	6.13 Facilitate team collaboration of assessments and evaluation in relation to child development and wellbeing

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Oral Communication* – in order to facilitate collaborative discussions with children, families and other educators. • *Reading* – in order to access and apply relevant pedagogical principles from an approved learning framework. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	CHCFC502A Foster physical development in early childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from units CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria.New evidence requirements for assessment, including	Not equivalent

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		volume and frequency requirements.	
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	CHCFC503A Foster social development in early childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from units CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria.New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	CHCFC504A Support emotional and psychological development in early childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from units CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria.New evidence requirements for assessment, including	Not equivalent

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		volume and frequency requirements.	
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	CHCFC505A Foster cognitive development in early childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from units CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria.New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	CHCFC506A Foster children's language and communication development	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from units CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria.New evidence requirements for assessment, including	Not equivalent

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		volume and frequency requirements.	

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Assessment Requirements for CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

Modification History

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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 demonstrated evidence that the candidate has completed the following tasks:

- planned and provided at least three opportunities for children of varying ages to develop in a range of areas, including:
    - facilitating and supporting emotional and psychological development in children
    - encouraging self-help and independence of children
    - planning opportunities to foster children's positive self-concept and self-esteem
    - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas

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- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant aspects of theories of children's emotional and psychological development as they apply to the educator's role
- links between social, physical, psychological and cognitive development
- in-depth knowledge of a range of developmental theories for children between birth and 5 years of age
- contextual factors which influence the children's emotional and psychological development
- factors which enhance the development of self-esteem and self-identity
- core principles of child development and associated developmental tasks
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

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CHCECE018 Nurture creativity in children

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting to improve readability. Correction of errors. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to nurture creativity in children.

The unit applies to educators who work with children in a variety of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Foster creativity through the physical environment	1.1 Select and promote the use of a range of open-ended, natural and found materials and make them available to children 1.2 Choose and promote the use of a range of materials to encourage creative expression and make them accessible to children 1.3 Introduce children to a range of examples of creative expression in art, architecture, inventions, music and dance, and promote the use of creative expression
2. Foster creativity through the human environment	2.1 Support children to feel a sense of ownership and responsibility for equipment and materials 2.2 Role-model creativity by improvising with equipment and materials 2.3 Encourage children to pursue their own original ideas, interpretations and expressions 2.4 Invite children to ask questions and assist them to find their own answers 2.5 Engage children in talking about their creations and ask them open-ended questions 2.6 Share enthusiasm for creative work with children 2.7 Encourage children to respect and appreciate the creative effort of their peers

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3. Foster creativity through a learning framework	3.1 Allow time for children to be creative and encourage efforts to extend over days or weeks 3.2 Teach children techniques when using materials and equipment 3.3 Plan and create opportunities for children to collaborate creatively with each other 3.4 Involve children in critical reflection and solving real problems 3.5 Display children's work in meaningful ways 3.6 Design a flexible framework that can respond to children's interests as they arise
4. Provide experiences	4.1 Identify and provide a range of experiences used to nurture creativity 4.2 Provide opportunities for children to practise developing skills in music, movement, construction, visual art and dramatic play in both indoor and outdoor environments
5. Evaluate experiences	5.1 Use a range of methods to evaluate children's learning from the implemented creative experiences 5.2 Reflect on the evaluations and make ongoing modifications to the curriculum to stimulate interest and involvement in creative activities

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Oral Communication* – in order to facilitate creative discussions and play with children aged birth to 6 years. • *Reading* – in order to access and apply relevant pedagogical principles from an approved learning framework. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.	
The range of experiences used to nurture creatively must include:	• music • movement • construction • visual art • dramatic play

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE018 Nurture creativity in children	CHCFC507A Use music to enhance children's experience and development	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements	Not equivalent
CHCECE018 Nurture creativity in children	CHCFC508A Foster children's aesthetic and creative development	This version was released in CHC Community Services Training Package	Not equivalent

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		release 1.0 and meets the requirements of the New Standards for Training Packages. Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCECE018 Nurture creativity in children

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting to improve readability. Correction of errors. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- planned and provided at least three programs or active learning environments that foster creativity in for children of varying ages, including:
    - creative experiences initiated by children
    - dramatic and imaginative play opportunities
    - creative approaches to routines
    - opportunities for each child to develop self-expression and skills

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- facilitated the active participation of at least three children of varying ages through encouragement, appropriate interactions and communications

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- stages of children's development, in planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children
- music, movement, construction, visual art and dramatic play sufficient to engage children and assist them to implement their ideas
- aesthetic, safe, interesting, challenging environments to encourage curiosity, experimentation, active learning, literacy and choice
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE019 Facilitate compliance in an education and care service

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance within an education and care service.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Interpret the National Quality Framework	1.1 Analyse the components of the National Quality Framework (NQF) and their relevance to the service 1.2 Seek advice from a higher authority if clarification is required on interpretation of any aspect of the Framework 1.3 Confirm staff understanding of the NQF and other legislation and regulations relevant to the service 1.4 Clarify details and requirements of the assessment and rating process and share information with all staff in the service
2. Facilitate an organisation self- assessment	2.1 Determine ways to collect information from staff, children, families and the community to inform self-assessment on a regular ongoing basis 2.2 Share ideas with colleagues and involve them in the collection of information to inform the self-assessment 2.3 Record the information collected during the self-assessment process against the standards and elements in the NQF 2.4 Ensure the self-assessment is available at the service to inform discussion of the assessment and rating process
3. Facilitate the development of a quality improvement plan	3.1 Use the information gathered in the self-assessment process to inform the creation of the quality improvement plan 3.2 Collaborate with others to decide upon the strengths and the key improvements sought within the service

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	3.3 Work in collaboration with others to focus on how the key improvements sought will be reflected in the improvement plan 3.4 Record all of the required information in the plan 3.5 Plan to collaborate with others on a regular basis to review the quality improvement plan
4. Coordinate the service for a site visit	4.1 Inform all stakeholders that the service has been selected for assessment and rating and that the assessment and rating process has commenced 4.2 Schedule meetings with stakeholders and staff where appropriate 4.3 Check for accuracy and completion of all documentation required for examination 4.4 Ensure all staff understand what may be required of them during the assessment visit

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Reading* – in order to analyse and apply applicable legislative and regulatory requirements, including the National Quality Standards, relevant to the service. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE019 Facilitate compliance in an education and care service	CHCIC501B Manage children's services workplace practice to address regulations and quality assurance	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the	Not equivalent

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		New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCECE019 Facilitate compliance in an education and care service

Modification History

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2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- checked and maintained compliance in an education and care service, including:
  - interpreting and applying the requirements outlined in the National Quality Framework in at least one education and care service
  - facilitating a self-assessment process in at least one education and care service
- developed at least one quality improvement plan, including:
  - documenting and checking information for accuracy and completeness
  - consulting with at least one other educator or service coordinator to review the plan

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- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- other legislation, standards and regulations relevant to the children's services industry
- processes for engaging stakeholders in the planning and consultation stages of quality assurance
- support systems, including government and non-government consultants, resources and personnel
- best-practice principles and emerging trends in service delivery area.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE020 Establish and implement plans for developing cooperative behaviour

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish and apply limits and guidelines for behaviour	1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour 1.2 Establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service 1.3 Develop guidelines in collaboration with children according to their ability to do so 1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly
2. Identify and review behaviour as required	2.1 Gather information from all those involved in caring for the children 2.2 Reflect on the wide range of variables that can impact on behaviour 2.3 Observe and analyse behaviour to identify triggers or consequences which are maintaining the behaviour 2.4 Scan environment and curriculum for possible influences on behaviour 2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children 2.6 Seek advice from appropriate authorities as required 2.7 Discuss incidents causing concern with families and colleagues as appropriate 2.8 Include families and colleagues in discussion about options for response 2.9 Discuss needs and concerns of other children who may be affected by the behaviour

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3. Develop a plan to guide a particular child's behaviour where required	3.1 Identify long-term and short-term objectives in the plan 3.2 Clearly identify more acceptable alternative behaviours 3.3 Develop the plan in accordance with the service philosophy and policies 3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage 3.5 Ensure that the plan is realistic and that resources are available 3.6 Establish plan in consultation with colleagues, family members and others who may be caring for the child 3.7 Ensure plan considers relevant cultural practices for responding to behaviour 3.8 Liaise with appropriate authorities and referral bodies as necessary
4. Implement and monitor behaviour plan	4.1 Support the child to understand specific expectations for behaviour 4.2 Inform all those involved in implementing and reinforcing the plan of its rationale, limits and strategies 4.3 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour 4.4 Support colleagues to implement the plan effectively and consistently 4.5 Review child's behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Oral communication* – in order to facilitate a range of collaborative discussions with children, families and other educators. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE020 Establish and implement plans for developing cooperative behaviour	CHCIC510A Establish and implement plans for developing cooperative behaviour	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCECE020 Establish and implement plans for developing cooperative behaviour

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks:

- observed and analysed children's behaviour, on at least three occasions, in a range of situations and contexts
- created, implemented and measured the effectiveness of at least one plan, including:
- developing long-term and short-term goals and objectives
    - establishing a baseline for the behaviour
    - clearly outlining alternative behaviours
    - communicating expectations with children
    - supporting and communicating with colleagues to implement the plan
    - revisiting the plan and reflecting on its effectiveness

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- developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy
- interacted with children and involved them in decision-making and planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- stage of development/age-appropriate expectations of children's behaviour
- appropriate and inappropriate behaviours – review of own stance and reflection on own values
- different family styles of discipline and beliefs about behaviour in different cultures and social groups
- relationship-based strategies to help children learn about behaviour
- possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons
- code of ethics
- United Nations Conventions on the Rights of the Child
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

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- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE021 Implement strategies for the inclusion of all children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement support strategies where required.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Promote inclusion	1.1 Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children 1.2 Demonstrate a belief in children's capacity to succeed in all interactions with families and children 1.3 Reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes 1.4 Develop own professional knowledge and work in partnership with families, communities and other services and agencies 1.5 Support all children regardless of background, gender, age or ability to fully participate as valued members of the group 1.6 Assist, support and encourage each child's efforts to participate 1.7 Identify areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice
2. Respect diversity	2.1 Value different capacities and abilities, and respect differences in families' home lives 2.2 Recognise that diversity contributes to the richness of society and provide children with opportunities to explore this richness 2.3 Uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions

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	2.4 Draw children's attention to issues of fairness relevant to them 2.5 Provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together. 2.6 Engage children in discussions about respectful and equal relations
3. Identify children with barriers to learning	3.1 Investigate child's barrier to learning 3.2 Collect and use data to form an accurate understanding of the barrier to learning 3.3 Discuss concerns with others to develop a holistic understanding of a particular child's needs and use this information to inform actions
4. Develop a plan for support and inclusion	4.1 Consider the child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making curriculum decisions for the child 4.2 Develop the plan in consultation with other professionals and the family 4.3 Adapt the environment and routines to ensure inclusion of all children with additional needs 4.4 Constantly reflect on the effectiveness of the plan and its impact on the child
5. Implement strategies to meet the child's additional needs	5.1 Support child's entry into the service 5.2 Reflect on the level of support provided on a regular basis and adjust accordingly if necessary 5.3 Encourage others to adopt inclusive attitudes and practices 5.4 Communicate with and provide support to others to implement strategies 5.5 Investigate and trial strategies that may address barriers 5.6 Implement strategies designed or suggested by family or other professionals 5.7 Respond to the daily needs of children with additional needs and seek assistance as required

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6. Monitor and review strategies	6.1 Share information about progress among all concerned 6.2 Identify and discuss issues of concern 6.3 Establish and maintain constant information exchange with family and appropriate community members about the child's needs and care strategies 6.4 Seek and gain family permission prior to consulting with others regarding the child 6.5 Ensure communication occurs within a culturally and linguistically responsive framework 6.6 Closely monitor new strategies and the impact of these on the child 6.7 Identify and respond to any barriers to the strategies being implemented

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE021 Implement strategies for the inclusion of all children	CHCIC512A Plan and implement inclusion of children with additional needs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and	Not equivalent

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		performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCECE021 Implement strategies for the inclusion of all children

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- developed and implemented a plan for support and inclusion for at least one child, including:
    - contributing to individualised, child-centred planning and service delivery
    - collaborating and sharing information with family and other educators to develop and implement an inclusion plan
    - investigating and trialling strategies to address the needs of the child
    - reviewing and suggesting adaptations to service delivery to meet the needs of children with special needs
    - identifying and assessing the additional needs of individual children

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    - gathering additional resources or sources of information to assist in developing and adapting curriculum to meet additional needs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- and how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant legislation, regulations and workplace practices
- range of additional needs that may be identified and the implications for the role of the educator, including:
- behavioural or psychological disorders
- child at risk of harm or illness
- family circumstances and needs
- health problems
- physical, sensory or developmental disability
- strategies that encourage participation
- understanding of different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care

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- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE022 Promote children's agency

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to promote and encourage children's agency.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish a learning environment that reflects children's interests	1.1 Provide opportunities for children to plan and/or modify their indoor and outdoor environments 1.2 Design indoor and outdoor environments that are vibrant, flexible and support children's learning 1.3 Ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child 1.4 Provide materials and resources that are natural and familiar 1.5 Give children access to materials and resources that provoke interest
2. Provide opportunities that stimulate learning and development	2.1 Allow children to direct their own play and leisure experiences with peers 2.2 Create possibilities for peer scaffolding 2.3 Encourage children to gain skill and competence by persevering with a developmentally significant activity 2.4 Create opportunities for learning through play and intentional teaching 2.5 Support play experiences initiated by children 2.6 Organise routines in ways that maximise opportunities for each child's learning
3. Design, implement and evaluate learning experiences for children	3.1 Use children's observations and their views to guide the program 3.2 Develop the curriculum in consultation with educators and stakeholders

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	3.3 Design and implement learning experiences to foster learning and development, and to reflect children's interests 3.4 Ensure the program is sufficiently flexible to respond to unplanned children's interests 3.5 Assess and evaluate planned and unplanned teaching and learning 3.6 Ensure the program provides opportunities to follow-up activities of high interest
4. Support children to participate	4.1 Consult with children about the experiences and materials to be made available 4.2 Acknowledge each child's uniqueness in positive ways 4.3 Support children's efforts, assisting and encouraging as appropriate 4.4 Develop awareness and respond to children who may require additional support or attention 4.5 Encourage each child to participate in a variety of experiences 4.6 Demonstrate respect for a child's choice not to participate

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCECE022 Promote children's agency	CHCPR502E Organise experiences to facilitate and enhance children's development	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.Significant changes to elements and performance criteria.New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE022 Promote children's agency

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- planned and implemented at least two programs that promote and encourage children’s agency, including:
    - establishing environments and opportunities in response to children’s interests
    - using a range of strategies to engage and encourage children in experiences
    - planning and implementing developmentally appropriate curriculum in consultation with other educators.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

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- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant theories about childhood learning
- organisation standards, policies and procedures
- strategies for intentional teaching
- techniques to encourage and support children to participate.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE023 Analyse information to inform learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to gather and analyse information about children's learning, in order to inform practice.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Gather and document information about children	1.1 Undertake observations and gather detailed information about children's learning, using a wide range of approaches 1.2 Ensure the assessment methods and tools used to gather information consider assessment principles 1.3 Gather information and observations over time and in a variety of spaces 1.4 Include the voices of educators, children, peers, families and other professionals where appropriate 1.5 Demonstrate inclusive assessment practices
2. Monitor children's learning and development	2.1 Use information and observations to analyse and monitor children's strengths, interests, relationships and learning in conjunction with the approved framework's learning outcomes 2.2 Identify children who may need additional support in order to achieve particular learning outcomes 2.3 Use summative assessment to reflect on children's learning over a period of time 2.4 Collaborate with families and colleagues to support children's learning 2.5 Develop a process to ensure that information and observations are gathered and used to inform planning for all children
3. Use evidence to inform practice	3.1 Use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment

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	3.2 Reflect on and improve own practices using evidence gathered
4. Share information appropriately	4.1 Implement strategies to ensure that children's documentation can be shared with families 4.2 Follow confidentiality practices to ensure information is shared appropriately

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Writing* – in order to document observations in line with workplace procedures and policies The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE023 Analyse information to inform learning	CHCPR509A Gather, interpret and use information about children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCECE023 Analyse information to inform learning

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- collected and documented observations of at least three different children, including:
  - children's behaviour and learning
  - children's play preferences
  - strengths, interests and relationships
- applied information to educational practice, including:
  - sharing information with families, educators, children, experts and specialists
  - collaborating with families to plan for children's individual needs
  - using information gathered to inform planning

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- observation and inclusion principles
- confidentiality requirements
- code of ethics
- collaborative planning techniques
- summative assessments
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE024 Design and implement the curriculum to foster children's learning and development

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by educators to design, implement and evaluate the curriculum to foster children's learning and development.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop appropriate settings and environments	1.1 Evaluate and modify the learning environment and materials to support all aspects of children's learning, and promote opportunities for sustained shared thinking and collaborative learning 1.2 Assess and modify the learning environment and materials to ensure that families and the community are respected 1.3 Implement learning environment modifications 1.4 Promote an appreciation of the natural environment
2. Design and implement curriculum in consultation with others	2.1 Consult with children and families to assist in reflecting on the current curriculum and learning environments and identify current strengths and goals 2.2 Design and implement curriculum that reflect the philosophy of the service
3. Design learning experiences to foster children's learning and development	3.1 Collect data on each child 3.2 Analyse data collected to identify each child's interests, strengths and goals in conjunction with the approved learning framework 3.3 Clarify specific objectives, learning environment, role of the educator and assessment/evaluation methods and evidence using the approved framework's learning outcomes, principles and practices 3.4 Design learning experiences to foster holistic learning and to provide continuity of learning and transitions 3.5 Plan for ways to monitor and assess children's learning, consistent with the principles and practices of the approved

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	framework, ensuring that both planned and unplanned experiences are considered for assessment
4. Implement learning experiences to foster children's learning and development	4.1 Ensure that required materials are identified and available at time of implementation 4.2 Set up the physical learning environment 4.3 Co-construct meaning with children and ensure there are sustained interactions 4.4 Model and promote enabling learning dispositions 4.5 Monitor and reflect on children's learning and own pedagogical practices and continuously refine
5. Assess and evaluate planned and unplanned teaching and learning	5.1 Use or establish opportunities to gather feedback from families and children 5.2 Collect data using a range of methods in order to assess and evaluate teaching and learning, both planned and unplanned, using approved frameworks 5.3 Ensure assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines 5.4 Use assessment and evaluation to influence the design of future curriculum and learning experiences

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE024 Design and implement the	CHCPR510B Design, implement and	This version was released in CHC	Not equivalent

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curriculum to foster children's learning and development	evaluate programs and care routines for children	Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.Significant changes to elements and performance criteria.New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCECE024 Design and implement the curriculum to foster children's learning and development

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- designed and implemented curriculum on at least one occasion, including:
    - evaluating and modifying environments to enhance opportunities for children’s learning from other educators, children and their families
    - gathering information to use as a basis for design to address identified needs
    - designing learning experiences to foster children’s development
    - assessing and evaluating curriculum and learning experiences in accordance with guidelines

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- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- how to design programs and environments that foster children's development
- evaluation strategies
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE025 Embed sustainable practices in service operations

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support children to connect with and contribute to their world and embed sustainable practice into service operations.

This unit applies to work across a range of education and care service services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop a sustainability management plan	1.1 Identify aspects of sustainability in the service 1.2 Consider areas of potential change in all aspects of the service's delivery and environments 1.3 Ensure that nature, waste, energy and toxins have been considered 1.4 Identify areas where change can be instigated to enhance environmental sustainability and increase children's connection with nature, in consultation with children 1.5 Develop strategies to address these areas of change in consultation with children 1.6 Implement strategies and evaluate outcomes
2. Support children to develop an understanding and respect for the natural environment	2.1 Provide children with a wide range of natural and recycled materials in their indoor and outdoor environments 2.2 Create opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land 2.3 Role-model respect, care and appreciation for the natural and constructed environments 2.4 Share information and provide children with access to resources about the environment and the impact of human activities on environments 2.5 Create spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling

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	2.6 Encourage children to exchange thoughts and ideas about sustainable practice through intentional teaching, learning experiences and projects 2.7 Explore ethical dilemmas of waste disposal for sustainability with all stakeholders
3. Support others in implementing sustainable practice	3.1 Encourage children to participate in sustainable practice discussions and learning experiences 3.2 Engage with adults and children to encourage their participation in the service's sustainable practices
4. Embed sustainability into service policies and procedures	4.1 Review the service philosophy, policies and procedures in relation to sustainable practice 4.2 Identify areas of potential change in the service philosophy, policies and procedures 4.3 Discuss with stakeholders any identified areas of potential change 4.4 Finalise changes after agreement with appropriate stakeholders

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE025 Embed sustainable practices in service operations	CHCPR515A Develop and implement a	This version was released in CHC Community Services Training Package	Not equivalent

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	program to support sustainable practice	release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCECE025 Embed sustainable practices in service operations

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- supported sustainable practices within at least one education and care service, including:
    - undertaking an analysis of the environmental sustainability of the workplace
    - identifying and supporting potential for workplace change to enhance environmental sustainability
    - supporting children to develop respect for the natural environment
    - designing, implementing and reviewing a program to enhance environmental sustainability in the child care workplace

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- using a variety of strategies to involve colleagues, children, families and the broader community in participating in and evaluating a program to enhance environmental sustainability.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
  - the National Quality Framework
  - the National Quality Standards
  - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- importance of community as a source of knowledge, skills and values, including:
- barriers and drivers for behavioural change
- strategies to increase children's experiences and understanding of animals and the natural environment
- impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources and biodiversity
- qualitative and quantitative evaluation processes for sustainability program
- sustainable practices and sustainable strategies
- cleaning and maintenance, and building, equipment and associated resources
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care

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- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE026 Work in partnership with families to provide appropriate education and care for children

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child.

This unit applies to educators working in a variety of education and care services.

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.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Provide families with opportunities to be involved in the service	1.1 Create a welcoming environment for all families using the service 1.2 Respond to families' questions, concerns and requests in a prompt and courteous way 1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture 1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role
2. Provide information to families about their child	2.1 Share information with families about children's progress, relationships, interests and experiences both in and outside the service 2.2 Inform families promptly and sensitively of any incidents affecting their child 2.3 Demonstrate an understanding of each child and their family and community context 2.4 Implement strategies that facilitate shared decision-making with families

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3. Provide information to families about the service	3.1 Make information about the operation of the service available to families 3.2 Provide information about the service in the main languages used in the community
4. Provide information about community services and resources	4.1 Make information available to families about community services and resources 4.2 Ensure that there is processes in place to maintain current contact details of community services and resources 4.3 Assist families to locate and contact and/or access community services and resources as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Oral communication* – in order to facilitate collaborative discussions with parents and caregivers. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE026 Work in partnership with families to provide appropriate education and care for children	CHCRF511A Work in partnership with families to provide appropriate care for children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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		Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCECE026 Work in partnership with families to provide appropriate education and care for children

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: "Skills must be assessed in the workplace." No change. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least three different families to support education and care, including:

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    - communicating information about children's interests and development
    - developing care strategies together
    - engaging in discussion relevant to the child and family
- involved families in the service/program by:
    - encouraging participation in children's experiences
    - providing opportunities for families to give feedback on service/program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- strategies for involving family members in the service
- organisation standards, policies and procedures
- relevant theories that underpin the value of family/educator relationships.

Assessment Conditions

Skills must be assessed in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCECE027 Promote equity in access to the service

Modification History

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

Application

This unit describes the skills and knowledge required to actively promote a service and engage and enhance participation of underrepresented or equity groups.

The unit applies to educators who work with children in a variety of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Monitor the use of the service	1.1 Analyse attendance patterns and calculate percentages of children from local community who are under represented in using the service 1.2 Set ratio targets for increased use of service by those under represented and collaborate with all relevant parties to monitor progress 1.3 Calculate the achievement of these targets
2. Develop and implement strategies to enhance participation of under represented groups	2.1 Identify and implement strategies for engagement with client groups 2.2 Promote services to the range of client groups by providing information in relevant formats 2.3 Establish feedback processes to enable people to provide information about their experiences accessing the service 2.4 Identify barriers and implement strategies to address them 2.5 Critically evaluate service practices and policies against access and equity principles and recommend changes as necessary 2.6 Implement strategies in collaboration with all relevant parties
3. Convey the eligibility criteria clearly	3.1 Identify and communicate funding program eligibility criteria 3.2 Identify and communicate organisation eligibility criteria 3.3 Identify any client groups that must be given priority according to guidelines 3.4 Provide a clear statement of who can and who can not access the service 3.5 Communicate reasons for eligibility criteria of the service

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4. Determine eligibility and priority for the service and communicate the decision effectively	4.1 Gather sufficient information on applicant and determine eligibility and priority 4.2 Clearly explain decision, reasons and waiting list procedures 4.3 If the person is ineligible for service, explain appeal process or alternative options 4.4 Refer to more appropriate service as required
5. Review outcomes	5.1 Monitor and evaluate strategies to enhance participation of underrepresented groups 5.2 Collaborate with relevant parties to identify and implement improvements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
Foundation skills essential to this unit are explicit in the performance criteria

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE027 Promote equity in access to the service	CHCRF621C Promote equity in access to the service	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including	Not equivalent

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		volume and frequency requirements	

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Assessment Requirements for CHCECE027 Promote equity in access to the service

Modification History

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

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:

- develop strategies to enhance participation for 1 underrepresented group in the community

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:

- funding program guidelines
- organisation's guidelines for service eligibility
- social and political context of early childhood education and care
- other services available within the local community and the eligibility criteria of these
- consumer perspectives on service provision and access to services
- potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities
- circumstances which lead to a child and family being eligible and having priority for service
- circumstances that might exclude a person from service
- social justice philosophy and principles

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- legal and ethical consideration relevant to promoting access and equity and how these are applied in early childhood education and care:
    - discrimination
    - disability
    - complaints and appeals
- organisation standards, policies and procedures

Assessment Conditions

Skills must be demonstrated in a workplace that provides services or support to children and families.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECE028 Collaborate with families to plan service and supports

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Removed pre-requisite Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to collaborate with families to plan and review the provision of care, education and additional supports as required.

The unit applies to educators who work with children in a variety of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Explore the needs of the child and family with parent/s	1.1 Work collaboratively with parent/s to identify needs of the child and family 1.2 Gather sufficient information about needs from a range of sources to enable decisions to be made 1.3 Determine needs in relation to additional interventions or crisis support 1.4 Treat and document information according to organisation's guidelines and legislative requirements 1.5 Demonstrate respect for a parent's decision not to share information about their family, as relevant 1.6 Demonstrate respect for the family and their child rearing practices in all communications
2. Provide information about the service and discuss issues with parent/s	2.1 Provide comprehensive information about the service and service system to parent/s using appropriate language and visual aids 2.2 Clearly explain parents' rights and responsibilities in relation to service policies 2.3 Sensitively communicate with parent/s about any issues relating to their child 2.4 Make appropriate referrals to other services when children or families could benefit from additional support 2.5 Develop, implement and review written strategies to ensure that information and service processes are accessible to family members 2.6 Ensure the process of service delivery aims to increase active and positive participation of families in the community.
3. Facilitate interventions	3.1 Implement intervention and/or crisis support procedures as required

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	3.2 Monitor intervention and support services in consultation with family and adjust approaches to ensure ongoing satisfaction and positive outcomes
4. Review service provision with family members	4.1 Actively seek feedback from parents and act upon it appropriately 4.2 Regularly review agreement for service with the family 4.3 Challenge a family member's failure to follow service guidelines as required 4.4 Explore and negotiate issues and concerns identified by parent/s

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
Foundation skills essential to this unit are explicit in the performance criteria

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE028 Collaborate with families to plan service and supports	CHCRF622C Plan child care provision with families	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Removed pre-requisite	Not equivalent

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		Significant changes to knowledge evidence	

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Assessment Requirements for CHCECE028 Collaborate with families to plan service and supports

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Removed pre-requisite Significant changes to knowledge evidence

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:

- identified and documented the needs of 3 children and their family using a collaborative approach
- provided information about the service to 3 sets of parent/s
- implemented families intervention or crisis support procedures for 1 family
- collaboratively planned and reviewed service provision with 3 families through feedback and negotiation

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:

- parent’s perspectives about early childhood education and care - its importance, its purposes, reactions to using the service
- boundaries and limits of the service
- cross cultural communication

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- use of interpreters
- referral networks, including:
    - resources available in other services
    - types of early childhood education and care services
- cultural diversity of care practices
- custody arrangements policies
- organisation standards, policies and procedures
- consultation processes and tools and/or templates for planning with parent/s
- models of family intervention theory and practice
- family intervention strategies, scope and processes
- methods, tools and techniques for determining family needs

Assessment Conditions

Skills must be demonstrated in a workplace that provides services or support to children and families.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCECE029 Respond to problems and complaints about the service

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 effectively resolve grievances and complaints about the service.

The unit applies to educators who work with children in a variety of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1.Respond to a family member's concerns about their child	1.1 Discuss observations about the child in the service 1.2 Collate and present feedback and views of all workers involved with the child 1.3 Discuss concern and identify key issue/s with the family member 1.4 Use appropriate communication strategies to discuss possible actions with family and collaborate to reach a decision together 1.5 Confirm next steps and clarify agreement with all relevant parties
2. Acknowledge and address grievances and complaints	2.1 Listen respectfully to person's concerns 2.2 Identify, investigate and discuss issues underlying complaint according to guidelines 2.3 Prioritise and take action as quickly as the situation requires 2.4 Explain complaint process and inform complainant of what can and can not be expected from process 2.5 Refer complaint to appropriate procedures or forums as appropriate
3. Effect resolution of complaints	3.1 Ensure parties are clear about confidentiality and the rights of others and protect these during the process 3.2 Seek advice in accordance, generate options and facilitate resolution in accordance with organisation procedures 3.3 Facilitate mediation between parties concerned as relevant 3.4 Obtain resolution or an agreement for moving forward or setting aside issues 3.5 Document process and outcomes according to the organisation's procedures
4. Review outcomes	4.1 Seek feedback from relevant parties about the resolution of problem and/or complaint

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	4.2 Clarify any misunderstandings or concerns regarding process or own role 4.3 Use feedback and lessons learned to identify and implement improvements to own practice and service

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
Foundation skills essential to this unit are explicit in the performance criteria

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCECE029 Respond to problems and complaints about the service	CHCRF623C Respond to problems and complaints about the service	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCECE029 Respond to problems and complaints about the service

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- responded to at least 3 different problems or complaints about the service in accordance with organisation procedures.
- identified at least 1 opportunity for improvement arising from the problem or complaint

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- relevant service guidelines including complaint procedures
- relevant codes of ethics
- organisation standards, policies and procedures
- privacy and confidentiality requirements of role and service
- communication strategies and negotiation techniques
- problem solving and conflict resolution techniques
- principles of mediation

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Assessment Conditions

Skills must be demonstrated in a workplace that provides services or support to children and families.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit covers the skills and knowledge required to maintain compliance with legislation, policy and industrial instruments that relate to the education support worker role.

The unit applies to education support job roles in a variety of education contexts including schools and other educational settings.

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other educational professional.

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.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify legislative and policy requirements	1.1 Access current workplace information that covers the range of legislation and guidelines relevant to the job role 1.2 Clarify and confirm understanding of legislation with supervising teacher, to ensure consistency of interpretation and application 1.3 Obtain advice from supervising teacher when conflicting legislative directives are found
2. Comply with legislative and policy requirements	2.1 Undertake work in accordance with requirements of legislation and organisational policies 2.2 Promptly report incidents of non-compliance resulting from breaches of legislation 2.3 Inform authorised persons or bodies of inadequacies in workplace procedures which may contribute to non-compliance 2.4 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures

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3. Identify and comply with industrial instruments relating to the job role	3.1 Identify the industrial award relevant to the job role and identify key responsibilities 3.2 Source and read any relevant certified agreements 3.3 Clarify award conditions with appropriate personnel as required

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.	
Education environments may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special educational centre • Community educational centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS001 Comply with legislative, policy and industrial	CHCEDS301B Comply with legislative, policy and	This version was released in CHC Community Services	Not equivalent

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requirements in the education environment	industrial requirements in the education environment	Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- followed school/centre policies and procedures
- undertaken basic research of relevant legislation, awards, certified agreements, workplace policies and work procedures
- reported concerns in a constructive and supportive manner to relevant personnel.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- own work role and responsibilities
- legislation relating to the education sector, the education support worker's role and key requirements of each
- organisational policies and procedures for responding to legislative issues, and how these are applied
- duty of care responsibilities as applies to non-teaching staff
- safe working practices
- potential hazards and risks for students resulting from breaches of relevant legislation or policy
- key requirements of industrial awards
- relevant code/s of ethics
- equal employment opportunity and equity and diversity principles.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- relevant legislation, policies and procedures and industrial awards

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS002 Assist in implementation of planned educational programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to assist a worker to support the teacher/s in delivering planned education programs. Classroom-level support is provided to ensure the learning environment is inclusive and relevant, and appropriately resourced and maintained.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to planning and preparation of educational program	1.1 Contribute to implementation, planning and preparation in accordance with lesson plan/s and educational requirements under guidance of teacher or other education professional 1.2 Show clear understanding of objectives and outcomes of educational programs and their relationship to current curriculum documents
2. Assist in the implementation of planned educational program	2.1 Organise and distribute notes and students' work 2.2 Guide students in the location and use of relevant materials needed to participate in the lesson or activity 2.3 Provide assistance with general activities 2.4 Implement classroom strategies to support students' individual needs under teacher direction 2.5 Assist the teacher in identifying educational needs of students 2.6 Provide assistance to students in the operation of digital technologies during the delivery of planned education program

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3. Contribute to a consistent and stable learning environment	3.1 Clarify requirements and implement classroom routines appropriately 3.2 Undertake responsibilities and duties in a positive manner to promote cooperation and good relationships 3.3 Identify possible environmental modifications to suit the individual needs of students in accordance with established guidelines
4. Contribute to individual and group assessment in consultation with the teacher	4.1 Record and report observations as specified in the job role 4.2 Provide contributions to reviews and case conferences of students when requested 4.3 Encourage, acknowledge and act upon constructive teacher feedback

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Education environments may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special educational centre

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	• Community educational centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS002 Assist in implementation of planned educational programs	CHCEDS302A Facilitate implementation of planned educational programs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS002 Assist in implementation of planned educational programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- contributed to the preparation and implementation of classroom programs and lesson plans on at least three occasions, including:
    - assisting in guiding students with classroom activities and programs on at least three occasions
    - supporting teacher to identify individual student learning needs and requirements
    - implementing strategies to support the needs to students as required
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- education system's policies and procedures
- school/centre's policies and procedures
- curriculum use in the classroom
- potential hazards and risks for students
- professional language and feedback that may be required for student reviews and case conferences.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS003 Contribute to student education in all developmental domains

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the knowledge and skills required to support students with different developmental issues to participate in classroom and other school activities.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support the physical development of students	1.1 Identify the stages of physical development required for each phase of the current curriculum framework 1.2 Use appropriate strategies, materials and resources to support physical development according to the school/centre policy and procedures 1.3 Report concerns about a child's physical development to the teacher in accordance with the school/centre policy and procedures
2. Support the social and emotional development of students	2.1 Identify the stages of social and emotional development required for each phase of development in the current curriculum 2.2 Use appropriate strategies, materials and resources to support social and emotional development 2.3 Report concerns about a child's social and/or emotional development to the teacher in accordance to the school/centre policy and procedures
3. Support the cognitive and language development of students	3.1 Identify the stages of cognitive and language development required for each phase of development in the current curriculum 3.2 Use appropriate strategies, materials and resources to support cognitive and language development 3.3 Report concerns about a child's cognitive and/or language development to the teacher according to school/centre procedures

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4. Contribute to the inclusion of all students in the classroom and community	4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines 4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student 4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures 4.4 Implement language programs for students from linguistically diverse backgrounds 4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Education environments may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special educational centre • Community educational centre

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS003 Contribute to student education in all developmental domains	CHCEDS303A Contribute to student education in all developmental domains	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS003 Contribute to student education in all developmental domains

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- identified the developmental stages within each phase of the current curriculum, including:
  - physical development
  - emotional and social development
  - cognitive and language development
- implemented strategies appropriate for supporting at least two students with different developmental support needs
- reported any concerns about children's development to the teacher
- supported an inclusive environment

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- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- relevant education system/school's policies and procedures
- curriculum and curriculum framework
- cultural and linguistic background of students and families
- broad developmental stages of children/young people in the physical, cognitive, language, social and emotional domains
- strategies to support the stages of development in each domain
- importance of confidentiality as it relates to information about children
- language programs
- materials and resources to support the stages of development in each domain.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- the relevant approved learning framework.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS004 Contribute to organisation and management of classroom or centre

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor corrections to formatting to improve readability. Corrections to errors and metadata.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support the effective functioning of a classroom or other learning environment. It deals with practical issues such as administration, equipment, teaching aids and other supplies.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Manage self in classroom	1.1 Manage day-to-day duties and tasks within established timeframe and according to school or centre procedures and policies 1.2 Use effective communication strategies to prevent misunderstandings 1.3 Communicate progress of task as required and seek feedback on work performance 1.4 Seek assistance from relevant colleague when difficulties arise in achieving allocated tasks
2. Select and utilise equipment effectively	2.1 Identify and access required equipment to complete task, following instructions if required 2.2 Check equipment in accordance with manufacturer's instructions 2.3 Operate equipment in accordance with manufacturer's instructions 2.4 Use and maintain specialist equipment for students with particular needs

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	2.5 Identify equipment faults and take action to ensure equipment is repaired in accordance with manufacturer's instructions 2.6 Report repairs outside of education support worker's responsibility to the appropriate person/s
3. Prepare and maintain teaching aids, materials and resources	3.1 Prepare and maintain materials and resources for use in classes, displays and demonstrations 3.2 Estimate the quantities and resources to complete the task 3.3 Design and produce teaching aids as directed 3.4 Ensure correct and efficient use of supplies 3.5 Perform clean-up duties as required according to set procedures
4. Monitor classroom supplies	4.1 Monitor stock levels and place orders when required 4.2 Obtain information on appropriate equipment or supplies required for lessons and activities 4.3 Report discrepancies in supply stock to the appropriate person/s
5. Process and maintain information (documents and records)	5.1 Process information/documentation in accordance with defined timeframes, guidelines and procedures 5.2 Observe school/centre security and confidentiality procedures for handling information
6. Operate computers, printers and current technological equipment used in classroom activities	6.1 Utilise computers, printers, and current technological equipment in accordance with school/centre procedures and policy and manufacturer's instructions 6.2 Use software in accordance with school/centre procedures and policy, and the manufacturer's/author's instructions 6.3 Identify basic functions and features using system information

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7. Contribute to the organisation and coordination of school/centre activities	7.1 Support school/centre-related activities in accordance with teacher direction, safety and legal requirements, school/centre policy and procedures and job role 7.2 Supervise students as directed by teacher during out-of-class activities 7.3 Organise equipment, materials and resources for out-of-class activities in accordance with teacher direction and school/centre policy and procedures

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.	
Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS004 Contribute to organisation and	CHCEDS304A Contribute to organisation and	This version was released in CHC Community Services	Not equivalent

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management of classroom or centre	management of classroom or centre	Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCEDS004 Contribute to organisation and management of classroom or centre

Modification History

Release	Comments
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2	Minor corrections to formatting to improve readability. Corrections to errors and metadata.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- managed duties and tasks in specified timeframes
- effectively communicated with colleagues, preventing misunderstandings
- prepared and maintained resources
- used equipment and teaching aids, including computers and other current technology, effectively
- selected, utilised and maintained equipment according to instructions and job role

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- school/centre's policies and procedures
- duty of care responsibilities
- types of equipment and technology used in school/centres
- processes for reordering supplies
- communication strategies
- equipment operation.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids.

Additionally, it must involve:

- supervising teacher and/or other colleagues.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS005 Support the development of literacy and oral language skills

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required in providing assistance to students who need additional support with their reading, writing and oral language skills.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify oral language, reading and writing skills	1.1 Explore link between oral language, reading and writing 1.2 Identify skills required for oral language, reading and writing 1.3 Recognise the use of oral language, reading and writing for different purposes 1.4 Identify oral language, reading and writing processes with support from the teacher
2. Work within guidelines of literacy program	2.1 Read and interpret current curriculum documents in relation to literacy 2.2 Identify current literacy programs 2.3 Use agreed recording systems for students' abilities in literacy as directed by the teacher 2.4 Work within structure and guidelines of literacy program as directed by the teacher 2.5 Select and modify appropriate resources to support literacy programs as needed
3. Support student literacy	3.1 Use appropriate strategies to support literacy program under the guidance of the teacher 3.2 Encourage and support students to become independent, literate learners 3.3 Support the accurate use of literacy conventions and processes

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	3.4 Monitor literacy program 3.5 Provide feedback and evaluation of student progress to teacher 3.6 Identify correct storage and retrieval of confidential records

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS005 Support the development of	CHCEDS305A Support the	This version was released in CHC Community Services	Not equivalent

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literacy and oral language skills	development of reading skills	Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCEDS005 Support the development of literacy and oral language skills

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- implemented reading, writing and oral language support strategies for at least two students, as directed by the teacher
- maintained and completed required records for at least two students
- completed a sequence of tasks with direction and support from the teacher
- interpreted information from written and/or verbal directions
- managed time to provide effective support to learners as guided by teachers
- consulted with teachers and other colleagues to accommodate individual student requirements.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- relationships between oral language, reading and writing
- a range of strategies to develop students' oral language, reading and writing skills
- role of education support worker in providing oral language, reading and writing support to students
- a range of effective communication strategies for use with students and teachers
- genres and writing styles
- texts for different purposes
- accurate spelling, grammar and punctuation
- organisation policies and procedures
- current curriculum and literacy programs.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS006 Support the development of numeracy skills

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to implement numeracy programs as identified by the teacher to assist students requiring additional numeracy support.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply developmental and learning approaches to basic numeracy skills under supervision of teacher	1.1 Identify the skills and knowledge required by students to make meaning of numbers and basic computations 1.2 Identify numeracy processes that are relevant and appropriate to the student's ability and year level according to specified guidelines and practices of the school 1.3 Identify links between mathematical/numeracy processes and maths support strategies 1.4 Apply learning models and language to meet student needs
2. Implement a numeracy support program	2.1 Provide a numeracy support program as directed by the teacher, to meet the individual needs of students whilst taking into account their preferred learning styles 2.2 Select and implement activities to support understanding of numbers, use of number computations, measurement and numerical data 2.3 Record students' progress in accordance with program/school guidelines 2.4 Maintain student confidentiality at all times
3. Support student numeracy programs	3.1 Implement support strategies, under direction of supervising teacher, to accommodate student's ability according to education guidelines and program specifications

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	3.2 Encourage the development of self-reliance in numeracy through positive feedback

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS006 Support the development of numeracy skills	CHCEDS307A Support the development of numeracy skills	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for	Not equivalent

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		Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCEDS006 Support the development of numeracy skills

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- analysed what at least two students are doing when working mathematically and applied an appropriate model of learning to develop the students' numeracy skills
- implemented numeracy support programs to support at least two students who may be at various levels, as directed by the teacher
- maintained and completed workplace records
- communicated with a range of students, including:
    - active listening
    - giving clear directions and/or instructions

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- consulted with the teaching team and other education support workers on workplace procedures and new approaches to accommodate individual student requirements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- basic mathematical concepts and operations relevant to the year levels and the needs of students
- language associated with numeracy and mathematical operations
- questions to encourage critical thinking about mathematics and its use as a learning tool
- the role of education support personnel in providing mathematics support to students
- a range of basic communication strategies

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS007 Work effectively with students and colleagues

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to effectively communicate with students and colleagues.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively with students	1.1 Use positive and respectful communication styles with students in all situations 1.2 Use active-listening techniques 1.3 Explore students' interests and concerns through conversation where appropriate 1.4 Consider non-verbal cues when interacting with students 1.5 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students
2. Use current, recognised good practice techniques of communication	2.1 Communicate with students to maintain the integrity of individual rights, self-determination and personal dignity 2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities 2.3 Use verbal and non-verbal skills to interact with young people in a positive manner
3. Work effectively with diverse students and colleagues	3.1 Use a range of communication styles to respect and reflect the diversity of the school 3.2 Engage in work practices that are inclusive and benefit educational outcomes 3.3 Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS007 Work effectively with students and colleagues	CHCEDS313B Communicate with students	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS007 Work effectively with students and colleagues

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least two students and one colleague, including:
  - using active listening
  - clarifying information
  - respecting diversity
  - recognising non-verbal cues used by student
  - using non-verbal communication and cues appropriate to the needs of individuals
  - varying style to suit student needs
- developed positive interpersonal relationships with members of the school community.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- importance of stating and maintaining expectations
- principles and practices to enhance sustainability in the workplace
- organisation policies and procedures relating to communicating with and about students
- requirements of anti-discrimination legislation
- stages of child development in relation to communication
- importance of confidentiality in relation to information about children.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must involve:

• supervising teacher and other colleagues.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS008 Comply with school administrative requirements

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

Application

This unit describes the skills and knowledge for education support workers to undertake administration and basic computer tasks in the education environment where administration is not the main focus of work.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Complete forms and documents as required	1.1 Access and select forms for appropriate purpose 1.2 Complete in accordance with the organisation policies and procedures 1.3 Use templates from software provided
2. Store and access information appropriately	2.1 Store information in accordance with organisation guidelines 2.2 Provide individuals with access to information in accordance with organisation guidelines 2.3 Maintain information on the organisation in a confidential and secure manner 2.4 Report breaches of information security to the relevant person
3. Manage enquiries in accordance with school policy and procedures	3.1 Handle enquiries promptly according to organisation policy and procedures 3.2 Use effective listening and speaking skills in oral communication 3.3 Refer enquiries about student learning or progress to relevant person 3.4 Record and distribute verbal, written and recorded messages in order of priority, urgency and policy and procedures 3.5 Use communication equipment and information technology in accordance with school protocols

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	3.6 Use telephone techniques and emails according to organisation policy and protocols
4. Complete written documentation	4.1 Present written information and ideas in a clear and concise manner so the intended purpose is understood by the recipient 4.2 Complete and present documents within designated timeframes 4.3 Present written information to meet standards of style, format and accuracy
5. Use technology to support administrative and education support activities	5.1 Use available technology to address administrative responsibilities in line with organisation requirements 5.2 Use word processing software, formatting and editing to produce documents 5.3 Develop simple spreadsheets as required 5.4 Use the internet to search and access information 5.5 Insert graphics into a word processed document and print the document 5.6 Use relevant software to prepare and/or deliver basic presentations as required by work 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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS008 Comply with school administrative requirements	CHCEDS316B Comply with school administrative requirements	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.Minimal changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS008 Comply with school administrative requirements

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- applied the appropriate level of reading, writing, language and numeracy competence to effectively comply with administrative tasks required, including:
    - demonstrating clear, concise and accurate communication skills with a diverse range of individuals
    - following organisation policies and procedures for record-keeping
    - setting up and using basic functions of a desktop computer and printer to produce required documents
    - using accurate spelling, grammar and punctuation in relation to at least three required documents
    - using effective time-management for prioritising the distribution of information
    - using problem-solving skills to redirect enquiries and establish confidentiality protocols

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Knowledge Evidence

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

These include knowledge of:

- boundaries between teaching and education support roles in the provision of information about students
- policies and procedures of the organisation that apply to record-keeping and documentation preparation
- policies of child safety, confidentiality, security and circulation of records
- implications for the education support role of legislation relating to child safety and privacy.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required to use Aboriginal and/or Torres Strait Islander languages and traditional knowledge to communicate with people in an educational environment.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Use a specified language to communicate with students, parents and other colleagues	1.1 Listen to and speak in a specified Aboriginal and/or Torres Strait Islander language with students, parents and colleagues 1.2 Participate in sustained transactions using appropriate vocabulary and grammar for the purpose of gathering or providing information
2. Establish rapport and relationships to facilitate effective communication	2.1 Establish, maintain and develop relationships by explaining issues or solving problems using appropriate and respectful language 2.2 Build rapport with Aboriginal and/or Torres Strait Islander students, parents or colleagues 2.3 Clarify own role in professional relationship with students, parents and colleagues
3. Relay Aboriginal and/or Torres Strait Islander experiences and concepts to other professionals	3.1 Provide illustrations or examples of Aboriginal and/or Torres Strait Islander customs or concepts 3.2 Use analogies to enhance meaning of cultural practices where there is no direct vocabulary available

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS317B Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

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Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks:

- used a specified language to communicate with students, parents and other colleagues on at least two separate occasions, including:
  - listening to and speaking in an Aboriginal or Torres Strait Islander language
  - participating in verbal transactions using suitable vocabulary and grammar
  - gathering and providing information between students, parents and colleagues
  - using respectful language
- established rapport and building relationships with students, parents and colleagues
- clarified own role in professional relationships with students, parents and colleagues
- relayed experiences and concepts of Aboriginal and/or Torres Strait Islander people appropriately to other professionals, including providing illustrations or examples and using analogies.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- an Aboriginal or Torres Strait Islander language
- traditional culture related to language group governing protocols of language use within a community
- code of ethics of education worker
- role and responsibilities of an education worker and specific understanding of own work role and responsibilities
- school's or centre's policies and procedures as they apply to the work role
- cultural and linguistic backgrounds of students and families
- an understanding of own culture, western systems and structures and how this impacts on Aboriginal and/or Torres Strait Islander culture
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues, etc. on attitudes towards education.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required for an Aboriginal and/or Torres Strait Islander education worker to manage their work performance in a range of education environments.

An Aboriginal and/or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for traditional culture, and capacity to interact in the wider community.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Manage personal work tasks	1.1 Maintain work diary to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required 1.2 Prioritise tasks/jobs in accordance with organisation goals 1.3 Assess and organise competing demands within time constraints to provide an effective and responsive service
2. Model high standards of personal performance, ethics and integrity	2.1 Serve as a role model for Aboriginal and/or Torres Strait Islander students and community in accordance with performance standards 2.2 Demonstrate personal and professional integrity to engender confidence and respect 2.3 Commit to organisation’s policies and procedures
3. Assist and support other personnel	3.1 Provide informative and constructive feedback to other personnel in a positive manner 3.2 Interact with others to promote a productive and harmonious education environment 3.3 Provide encouragement, support and advice to personnel as required

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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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.	
Role model refers to:	• a person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas such as: o respect for Elders and culture o respect for Australian values o personal behaviour o reliability
Personal and professional integrity refers to:	• being honest • showing consistency • following codes of ethics • being unbiased

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS318B Work effectively as an Aboriginal or Torres Strait Islander education worker	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for	Not equivalent

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		Training Packages. New evidence requirements for assessment	

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Assessment Requirements for CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- applied knowledge of learning and development to implement role and responsibilities appropriately in an education environment, including:
    - identifying the capabilities of individual children
    - using and responding to non-verbal communication and cues of children
    - adhering to own work role and responsibilities
    - communicating effectively with other adults in the work environment
    - communicating verbally and non-verbally with students and setting and applying appropriate limits, taking into account the student's age, development, language, culture and needs.

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Knowledge Evidence

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

These include knowledge of:

- traditional culture related to language group governing protocols of language use within a community
- how to access significant people within a language group
- code of ethics of Aboriginal and/or Torres Strait Islander education worker
- role and responsibilities of an Aboriginal and/or Torres Strait Islander education worker and specific understanding of own work role and responsibilities
- cultural and linguistic backgrounds of students and families
- developmental milestones of children/young people (cognitive, physical, language, social/emotional)
- own culture, western systems and structures and how this impacts on Aboriginal and/or Torres Strait Islander culture
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues, etc. on attitudes towards education
- availability of resources and assistance within and external to the school/centre
- community health issues and their potential impact on learning
- knowledge of learning and development to implement role and responsibilities in an educational environment.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Link

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CHCEDS011 Search and assess online information

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to determine, locate and retrieve information using digital technologies in consultation with a teacher.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Determine and assess information requirements in consultation with teacher	1.1 Identify and clarify the purpose and scope of the information required 1.2 Locate possible internal and external sources of online information 1.3 Find and use search engines and databases related to information required, in consultation with teachers, students and peer group 1.4 Determine and use key words and phrases to locate online information
2. Locate online information	2.1 Identify websites and databases 2.2 Use logic and research skills to identify key words and phrases for the search 2.3 Navigate websites and locate information using key words and phrases identified for the topic 2.4 Access sufficient information to meet the needs of the research brief
3. Retrieve, evaluate and report on information	3.1 Download and use information in accordance with the requirements of the research task 3.2 Ensure information is sufficient, current and accurate to meet requirements 3.3 Meet legal and ethical requirements relating to copyright and protection of information

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS011 Search and assess online information	CHCEDS319A Search and assess online information	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS011 Search and assess online information

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- used communication skills to confirm search requirements, access relevant personnel and to gain feedback from learners and other stakeholders, including:
    - using literacy skills to determine key words, read, analyse and record information, and follow policies and procedures
    - using numeracy skills required in logical problem-solving
    - retrieving and presenting information in a logical, accurate manner according to requirements of the brief.

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Knowledge Evidence

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

These include knowledge of:

- internet protocols
- organisation protocols for internet access
- basic research techniques
- a range of search engines.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids
- computer with internet access.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS012 Set up and sustain individual and small group learning areas

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to establish and organise individual and/or small group learning environments, such as a home-based classroom, activity area in a classroom or library, or a virtual schooling area.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Create a positive physical learning space	1.1 Construct a learning space within budgetary constraints under the guidance of the teacher or supervisor 1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities in collaboration with the teacher or supervisor 1.3 Accommodate multi-age requirements within a learning space 1.4 Use displays, posters and accessories conducive to learning
2. Organise learning resources	2.1 Organise learning resources that are suitable to the learner and the education support worker 2.2 Establish storage and retrieval procedures to support learning 2.3 Instruct learners on how to use the resource organisation system
3. Prepare to provide education support to students	3.1 Prepare activities and daily requirements in advance with reference to support mechanisms where necessary 3.2 Establish daily routines 3.3 Clarify and confirm understanding of school/teacher requirements and ensure consistent interpretation and application 3.4 Review progress regularly and identify future requirements

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4. Manage a learning timetable	4.1 Schedule learning activities as directed by teachers 4.2 Coordinate content of learning activities to provide an appropriate timetable structure 4.3 Manage interruptions and contingencies with minimum disruption to learning

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS012 Set up and sustain individual and small group learning areas	CHCEDS320B Set up and sustain individual and small group learning areas	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS012 Set up and sustain individual and small group learning areas

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- created a positive learning space and organised resources to meet the learners' needs, including:
    - using communication skills to provide information to, and gain feedback from, learners and teachers
    - documenting the environment and resource organisation accurately in a written form
    - solving problems as they arise.

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Knowledge Evidence

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

These include knowledge of:

- what constitutes a positive and stimulating physical environment for learning
- a broad range of learning resources readily available that can be used to support the individual or group learning needs
- learning technologies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS013 Use an e-learning management system

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to use an e-learning management system that supports self-directed e-learning within the context of a pre-arranged course or program.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Prepare to support e-learning	1.1 Identify and access organisation's resources to enable e-learning 1.2 Find and access resources to support students using an e-learning management system in accordance with organisation requirements 1.3 Ensure organisation processes and procedures for managing e-learning are in place
2. Preview e-learning management system	2.1 Test organisation's e-learning management system to ensure completion of an online course is possible 2.2 Check effectiveness of functions of e-learning management system, including email to online cohort, discussion boards, downloading of materials and management of work 2.3 Identify issues impacting on the effectiveness of an e-learning management system and report to supervisor
3. Implement e-learning support	3.1 Confirm learning outcomes with students and teachers and establish access to e-learning technology and materials in accordance with individual needs and the e-learning strategy 3.2 Assist students through identified support mechanisms, and manage contingencies in accordance with organisation standards 3.3 Use learning management system to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements

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4. Review e-learning	4.1 Review the e-learning program in terms of its applicability to the student's needs and the organisation's capacity to support the process 4.2 Obtain feedback from students about their level of satisfaction with e-learning against set criteria 4.3 Gather feedback from other stakeholders on the use of the e-learning management system and e-learning approaches generally 4.4 Use feedback to identify areas for follow-up or improvement and document recommended changes in accordance with organisation requirements

Foundation Skills

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

- *Digital literacy* – in order to navigate and use appropriate functions of an e-learning management system.
- *Writing* – in order to produce accurate, informative reports.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS013 Use an e-learning management system	CHCEDS321B Use an e-learning management system	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment.	

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Assessment Requirements for CHCEDS013 Use an e-learning management system

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- effectively used an e-learning management system, including:
    - applying understanding of the desired learning outcomes for students
    - evaluating the effectiveness of system and providing feedback in an accurately written report.

Knowledge Evidence

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

These include knowledge of:

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- variety of e-learning management systems available and their benefits and limitations
- basic principles of the operation of the internet
- core management requirements of e-learning systems
- learning process.

Assessment Conditions

Skills must be demonstrated in the workplace. In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical. Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Assessment must ensure use of: • educational equipment and teaching aids • computer and internet link to an e-learning management system.
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS014 Support students with English as a second language

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to provide support to students who have English as a second language (ESL).

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Facilitate communication between the student, the school and home	1.1 Provide assistance with interactions between the student, the school and the parent/carer/guardian 1.2 Identify communication barriers and organise the use of interpreters/translators when necessary, in consultation with teacher
2. Implement an English as a Second Language (ESL) support program	2.1 Provide an ESL support program as directed by the teacher or support service personnel 2.2 Implement ESL support according to program specifications and student needs 2.3 Provide individual support to ESL students 2.4 Perform ESL support tasks in classroom or group activities 2.5 Maintain student confidentiality according to program/school guidelines 2.6 Provide information to school staff and liaise with other professionals when required
3. Support student ESL program	3.1 Investigate and discuss factors affecting language acquisition, with the ESL specialist and/or classroom teacher 3.2 Identify and deal with cultural issues in a sensitive and appropriate manner 3.3 Advocate for the student as necessary

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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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
English as a Second Language (ESL) in this unit means:	• English as an Additional Language or Dialect (EALD) • English Language Dialect (ELD) • English for Speakers of Other Languages (ESOL).

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS014 Support students with English as a second language	CHCEDS322A Support students with English as a second language	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS014 Support students with English as a second language

Modification History

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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 demonstrated evidence that the candidate has completed the following tasks:

- facilitated communication between the student, the school and home under the direction of a teacher at least twice, including:
    - identifying communication barriers and organising interpreters/translators where necessary
    - providing assistance as required
- implemented an ESL support program as directed by the teacher or under the guidance of a support officer, including:
    - providing individual support to at least three ESL students
    - performing ESL support tasks in classroom or group activities
    - identifying and discussing factors affecting language acquisition with teacher

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    - identifying and handling cultural issues
- assisted at least two students in gaining English language skills.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- means by which students acquire English language skills
- factors affecting language acquisition
- immigration issues including common responses to and symptoms of ‘culture shock’
- implications of cultural issues in the classroom
- a range of effective communication techniques.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS015 Support development of student research skills

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required for an education support worker to assist students in obtaining information relevant to their learning needs.

The unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Determine student's information requirements in consultation with teacher	1.1 Determine the information required by the student 1.2 Identify the reason for the request and prior efforts to access information 1.3 Consider additional sources of information and type of assistance required 1.4 Assist student to identify key questions to inform the research
2. Advise students to access and source additional information in consultation with teacher	2.1 Support students to extend their research skills 2.2 Demonstrate use of reference tools and equipment using developmentally appropriate communication techniques 2.3 Advise students on alternative sources of information 2.4 Inform students of access constraints regarding use of reference tools, equipment and information
3. Encourage students to source and evaluate information	3.1 Promote students' independent use of available resources 3.2 Encourage students to evaluate information 3.3 Support students to assemble information in an appropriate format for individual use

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Foundation Skills

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

- *Digital literacy* – in order to navigate and use appropriate functions of computer and/or digital resources.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS015 Support development of student research skills	CHCEDS323A Support development of student research skills	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS015 Support development of student research skills

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- worked in consultation with a teacher to determine a student's information needs, including:
    - identifying the student's requirements, assisting the student and encouraging them to collate the information in an appropriate form.

Knowledge Evidence

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

These include knowledge of:

- organisation policy in relation to assisting students in research projects

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- organisation policy related to accessing external information
- sources for answering common student requests
- features of the organisation's resource centre and information management process
- bibliographic tools
- grammar, punctuation and spelling sufficient to guide student's work
- how to use digital technologies to access information
- available references
- copyright, moral rights and intellectual property, and appropriate referencing in academic work.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- computer and internet connection to assist student learning with digital technologies

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS016 Support learning for students with disabilities in a classroom environment

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required as an introduction to working with students that have a recognised disability.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply understanding of the delivery of services for students with disabilities	1.1 Recognise the key issues facing students with disabilities and their carers 1.2 Apply the context of policy, regulatory and legal requirements to working with students with a disability 1.3 Demonstrate a commitment to access and equity principles in all work 1.4 Consider personal values and attitudes regarding disability when working with students 1.5 Apply understanding of the effects that specific disabilities may have on student learning
2. Support the rights, interests and needs of students with disabilities as part of the education team	2.1 Investigate and use strategies that assist students with disabilities to exercise their rights and independence 2.2 Acknowledge and accommodate different student requirements in the team's approach to teaching and learning 2.3 Gather and record data as directed by the teacher 2.4 Identify and apply the support requirements of individual students

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3. Respond to situations of risk or potential risk to students with disabilities	3.1 Report situations which may pose a health or safety issue to students or staff, according to organisation procedures 3.2 Respond to situations of immediate risk using predetermined strategies where available and report to appropriate personnel 3.3 Report uncharacteristic or inappropriate behaviour to teachers or other team members as needed 3.4 Take appropriate steps to maintain personal safety of self and others

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS016 Support learning for students with disabilities in a classroom environment	CHCEDS330B Support learning for students with disabilities in a classroom environment	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS016 Support learning for students with disabilities in a classroom environment

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- applied understanding of the rights of students with disabilities and the responsibilities of the education team in their education support work
- analysed the impact of own attitude on working with students with disabilities
- demonstrated understanding of stereotypes that may exist about people with disabilities and worked with a commitment to access and equity, by:
    - communicating effectively with students, teachers, parents/carers
    - demonstrating empathy and sensitivity to diversity
    - evaluating risk situations
    - identifying problems and choosing effective solutions
    - interpreting information from written and/or verbal directions.

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Knowledge Evidence

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

These include knowledge of:

- consent, in terms of an awareness and understanding of what it means and strategies used to determine ability to consent
- discriminatory actions
- common risks to safety
- developmental and acquired disabilities
- holistic and individual-centred care
- principles and practices of confidentiality
- access and equity principles
- role of advocacy bodies
- student needs and rights including duty of care
- policies and procedures in relation to child protection.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS017 Contribute to the health and safety of students

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes skills and knowledge required for teacher assistants to contribute effectively to the health and safety of students. The education support worker implements workplace health and safety instructions and procedures within his or her scope of responsibility and according to direction.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Maintain a safe environment	1.1 Recognise routine job-related hazards while under direct supervision 1.2 Follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies 1.3 Provide guidance and support to students on the safe use and care of equipment and resources 1.4 Maintain classroom displays according to work safety regulations and school/centre procedures and guidelines 1.5 Support student protection programs including stranger danger, safe houses and circle concept as appropriate 1.6 Report to appropriate personnel when hazards arise in accordance with school/centre procedures 1.7 Take appropriate steps, if required, to maintain personal safety of self and others
2. Maintain a hygienic and healthy environment	2.1 Maintain the classroom/centre in a clean and tidy condition 2.2 Respond appropriately to student/s who require assistance with personal care or hygiene 2.3 Clean soiled student clothing and areas as required 2.4 Provide assistance with the general care and wellbeing of students, including attending to students with minor illnesses 2.5 Assist students in need of minor first aid in accordance with school or centre procedures

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3. Supervise students in conjunction with teacher	3.1 Undertake supervision of students according to teacher direction and school/centre policy and procedures 3.2 Supervise students that are out of the room according to teacher direction and school/centre policy and procedures
4. Deal with emergency situations	4.1 Contribute to planning for emergency and potential emergency situations 4.2 Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility 4.3 Follow emergency procedures correctly in accordance with school/centre procedures 4.4 Seek assistance promptly from colleagues and/or other authorities where appropriate 4.5 Report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms
5. Support the health and wellbeing of students	5.1 Identify health issues in the student community and their causes 5.2 Identify the impact that health issues have on student's learning 5.3 Assist in the provision of health promotion programs 5.4 Ensure confidentiality of student health information 5.5 Use professional language when liaising with health professionals and families as required under the guidance of the teacher

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.

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Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Relevant procedures, guidelines, protocols, policies will address:	• • duty of care, supervision, workers compensation • education system's (government and non-government) policies and procedures • relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to workplace safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • school or centre policies and procedures

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS017 Contribute to the health and safety of students	CHCEDS331B Contribute to the health and safety of students	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS017 Contribute to the health and safety of students

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- provided assistance with maintaining a hygienic environment
- adhered to own work role and responsibilities
- communicated effectively with other adults in the working environment
- demonstrated effective application of skills in:
    - active listening
    - communication/interpersonal skills of questioning, informing, listening and discussing
    - negotiation
    - organisation planning and administrative support skills

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- implemented safe and hygienic practices
- liaised with and reported to relevant personnel
- responded appropriately to emergency situations

Knowledge Evidence

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

These include knowledge of:

- current curriculum documents
- industrial awards and duty statements as they apply to own role
- potential hazards and risks for students and ways of minimising risk
- safe working practices as applies to the role
- structure of the education system
- emergency procedures and own role in the event of an emergency.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS018 Support students with additional needs in the classroom environment

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Correction to numbering in Element 3. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by an education support worker to support students with additional needs in classrooms where there are students with a mix of abilities and needs.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Work with others to support students with additional needs	1.1 Identify own roles and responsibilities and those of others involved 1.2 Cooperate with others in support of students 1.3 Share information with others to facilitate student support in accordance with relevant procedures, guidelines and protocols
2. Support individual students with additional needs	2.1 Show respect, empathy and acceptance for individual differences in dealings with students 2.2 Encourage students in ways which promote their positive self-concept and self-esteem 2.3 Use language, equipment, materials and strategies suited to the student 2.4 Apply simple task analysis as necessary to assist students with additional needs 2.5 Identify the role, purposes and content of individual education programs to address additional needs

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	2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate
3. Assist with classroom programs to support students with additional needs	3.1 Identify and follow classroom strategies and programs used to support particular students 3.2 Assist with the modification of general activities to meet particular needs where necessary 3.3 Help with whole class activities as directed by teacher 3.4 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others 3.5 Take appropriate steps to maintain personal safety of self and others
4. Contribute to learning opportunities	4.1 Identify strategies used by teachers to encourage problem-solving by students and support strategies appropriately, as required of teacher aide 4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately, as required of teacher aide 4.3 Notice and take opportunities to encourage and support incidental learning by students 4.4 Provide constructive advice and feedback to students 4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS018 Support students with additional needs in the classroom environment	CHCEDS335A Support students with additional needs in the classroom environment	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS018 Support students with additional needs in the classroom environment

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Correction to numbering in Element 3. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- provided support in relation to at least two main areas of additional needs
- cooperated and shared information with others to facilitate student support
- used language, equipment, materials and strategies suited to the individual needs of at least two students
- followed individual education programs planned by the teacher for at least two students

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- assisted in the modification of general activities to meet particular student needs
- assisted with whole class activities as directed by the teacher
- used behaviour management strategies and techniques
- provided at least two students with constructive advice and feedback.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- a wide range of additional needs and their implications for students' learning
- individual education programs.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS019 Support students' mathematics learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by education support workers to work with teachers to support students in pre-primary, primary and secondary to develop mathematics skills in number and algebra, measurements and geometry, and statistics and probability as included in current curriculum documents.

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce mathematics skills for across the curriculum and to support students in their development of skills.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Facilitate application of mathematics skills for numeracy	1.1 Identify concept strands of mathematics included in current curriculum documents 1.2 Explore and explain a variety of numeracy demands and opportunities in daily life 1.3 Demonstrate the different functions of mathematics using activities and examples 1.4 Monitor students' understanding and use of mathematics through observation, listening and conversation, and provide information to teachers to inform planning 1.5 Identify factors affecting acquisition of mathematics skills for numeracy and discuss with the teacher/s
2. Support students to develop mathematics skills for numerate understanding	2.1 Determine strategies for supporting students in the application of mathematics skills in consultation with the teacher/s 2.2 Implement planned strategies, including learning environments, activities and resources to enhance the abilities of students and address their individual needs 2.3 Encourage students to problem-solve using mathematics knowledge and skills in everyday life contexts 2.4 Use explicit talk to focus students on specific mathematics knowledge and skills

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3. Enhance students' mathematics knowledge and skills through structured activities	3.1 Use accurate mathematics terminology and concepts, as planned with teacher/s, to support students' learning 3.2 Encourage students to improve mental computation and calculation skills using strategies appropriate to students' developmental levels 3.3 Ensure students check for reasonableness of solutions when calculating, using a range of strategies including estimating and technology 3.4 Encourage students and build their confidence to attempt problem-solving that requires the use of mathematics knowledge and skills

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS019 Support students' mathematics learning	CHCEDS408A Support students' mathematics learning for numeracy	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.Significant changes to elements and performance criteria.New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS019 Support students' mathematics learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- collaborated with the teacher to analyse student needs in the development of mathematical skills and determined, developed and implemented strategies and programs to support at least two students, including:
    - implementing programs that support a range of students who may be at various levels, in collaboration with the teacher
    - adapting examples and activities to meet the specific needs in mathematics knowledge and understanding of individual students
    - using specific strategies to scaffold student learning as directed by a teacher
    - applying mathematical concepts applicable to the year levels in which they operate, i.e. early childhood, primary, secondary

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- identifying, collating and developing resources to support development of mathematics skills and knowledge.

Knowledge Evidence

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

These include knowledge of:

- various assessments including formative and summative and standardised testing
- concept strands of mathematics and mathematical skills appropriate to the students being supported and the curriculum in use
- differences between the roles and responsibilities of teachers and education support workers
- language associated with mathematics and numeracy as used by supervising teacher/s
- the role of education support personnel in implementing planned mathematics activities with students
- questioning techniques that can be used to scaffold learning and assist students to problem-solve.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS020 Support students' literacy learning

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by education support workers to work with teachers to support students in pre-primary, primary and secondary to develop literacy skills, including oral language, reading and writing skills.

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce literacy skills across the curriculum and to support students during various phases in the acquisition of literacy competence.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Encourage and model spoken language	1.1 Identify and use a variety of styles of verbal communication 1.2 Demonstrate the different functions of language in interactions 1.3 Monitor students' understanding and use of language through observation, listening and conversation, and provide information to teachers to inform planning 1.4 Identify factors affecting language acquisition and discuss with the teacher/s 1.5 Use language appropriate to students' culture, age, abilities, interests and needs 1.6 Use spoken language to effectively interact with students 1.7 Talk explicitly about language to scaffold learning 1.8 Model language appropriate to the situation, the purpose and the audience for students
2. Support students to read and interpret texts	2.1 Determine strategies for supporting students in the interpretation of texts in consultation with the teacher/s 2.2 Implement planned strategies to enhance the abilities of students and address their individual needs 2.3 Encourage students to problem-solve in order to make meaning from texts

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	2.4 Use explicit talk to focus students on specific literacy skills
3. Enhance students' literacy skills through writing activities	3.1 Use accurate terminology, as planned with teacher/s, to support students' learning 3.2 Implement strategies devised with teacher/s to develop students' skills in the use of written language 3.3 Use planned strategies to reinforce literacy skills across all key learning areas 3.4 Encourage students to improve spelling skills using strategies appropriate to students' developmental levels 3.5 Support students to plan their writing tasks 3.6 Encourage students to critically reflect on the effectiveness of their writing 3.7 Support students to effectively edit their writing
4. Design resources to support literacy development	4.1 Plan learning environments and activities in advance with the teacher/s 4.2 Design resources, in consultation with teacher/s, to reinforce literacy skills, while fulfilling curriculum requirements 4.3 Design resources to suit the developmental level of the students, as determined by the teacher/s

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS020 Support students' literacy learning	CHCEDS409A Support students' literacy learning	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS020 Support students' literacy learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- used a range of strategies to support students with acquisition of literacy skills and knowledge
- adapted spoken language to meet the needs of students and learning programs
- applied knowledge of stages of development in language and literacy
- used specific strategies to scaffold student learning as directed by a teacher.

Knowledge Evidence

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

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These include knowledge of:

- relationships between spoken language and literacy
- definition of ‘texts’ and range of texts that students need to interpret
- explicit talk to support student comprehension
- terminology of literacy as used by supervising teacher/s
- questioning techniques that scaffold learning and assist students to problem-solve
- language and literacy developmental continuum appropriate to the students being supported
- differences between the roles and responsibilities of teachers and education support workers.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS021 Assist in facilitation of student learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning, either for individuals or for small groups.

This unit applies to education support workers in a range of education environments who are responsible for aligning support strategies with teacher facilitation strategies to assist student learning.

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply understanding of current education approaches relevant to the education environment	1.1 In consultation with teacher or other education professional, identify teaching and learning approaches applicable to the relevant education environment 1.2 Confirm the teaching and learning approach and its principles of practice with the supervisor 1.3 Select resources to support the learning approach 1.4 Work with teacher to plan learning activities and classroom supervision of student interactions 1.5 Conduct the learning activities and supervision of student interactions 1.6 Demonstrate principles of practice in the learning environment that reflect specified learning approaches
2. Establish an environment conducive to student learning	2.1 Identify and confirm learning requirements for the specified activity by interpretation of the learning program, in consultation with the teacher 2.2 Meet specified needs of identified students in planning and preparation phase with the teacher 2.3 Assemble and, where necessary, modify required resources prior to the activity 2.4 Reflect the appropriate principles of practice in the planning and delivery of the activity 2.5 Establish a positive, mutually respectful relationship with students using communication and interpersonal skills to match the student/group

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3. Facilitate the learning process	3.1 Interact with students to reflect application of principles of practice in accordance with student learning styles 3.2 Conduct each activity in accordance with provided programs and directions 3.3 Take opportunities to enhance learning activities within the scope of the endorsed principles of practice
4. Support and monitor student learning	4.1 Monitor, document and report student progress to supervising staff to ensure learning outcomes are being achieved 4.2 Adjust and modify delivery strategies to meet emergent needs and unanticipated situations 4.3 Encourage students to reflect on personal learning achievements and learning experiences 4.4 Manage student interactions to ensure effective participation occurs and effective relationships are maintained 4.5 Use a range of established and agreed techniques to manage behaviour of concern 4.6 Maintain, store and secure student records in accordance with organisation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS021 Assist in facilitation of student learning	CHCEDS410A Assist in facilitation of student learning	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to the application and scope. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS021 Assist in facilitation of student learning

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- established a learning environment and facilitated the learning process for both a small group and an individual at least twice, including:

- demonstrating principles of practice in the learning environment

- adjusting resources to suit individual needs

- complying with procedures relating to behaviour support

- accurately documenting written reports and records

- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

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Knowledge Evidence

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

These include knowledge of:

- interpersonal skills that influence positive student and staff interactions
- reading, writing, language and numeracy competence required to perform effectively in an education support role
- awareness of contemporary theories of learning
- appropriate principles of practice for the identified education environment
- learning process
- current curriculum documents
- institution's process and procedures for working with students and supporting behaviour
- the different responsibilities of teachers and education support workers for student learning outcomes
- relevant legislation, policies and standards that regulate educations service delivery, occupational health and safety, behaviour support and anti-discrimination.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS022 Work with students in need of additional support

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required for education support workers to provide support to students who have to face a range of challenges that may limit their access to, participation in or outcomes from the curriculum.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

Education support workers will apply knowledge of appropriate educational responses as part of a team supporting students with learning difficulties.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify problems experienced by students in need of additional support	1.1 Identify, in collaboration with the teacher the specific learning needs of the individual student 1.2 Identify any real barriers or potential barriers to learning
2. Contribute to team planning for students in need of additional support	2.1 Provide observations to the education team to inform the process of planning for students requiring additional support 2.2 Develop expectations for students, with the education team 2.3 Discuss strategies to increase student access to learning, with the education team 2.4 Identify and assemble required resources
3. Provide support to students in need of additional support	3.1 Use assistive technologies where appropriate 3.2 Implement planned strategies to meet the needs of individual students 3.3 Provide students with regular opportunities for practising new skills 3.4 Monitor student progress and inform teachers on a regular basis

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4. Provide support to teachers of students in need of additional support	4.1 Cooperate in the implementation of programs and strategies designed by teachers 4.2 Monitor and arrange maintenance of any equipment used to support students

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS022 Work with students in need of additional support	CHCEDS413A Support students with learning difficulties and learning disabilities	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS022 Work with students in need of additional support

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- contributed to the education team and participants in planning for students in need of additional support to achieve their full potential, including:
    - setting up and using adaptive technologies required by students
    - adapting education resources to meet the needs of students with learning difficulties
    - using professional language when working with teachers and other professionals.

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Knowledge Evidence

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

These include knowledge of:

- language, literacy and numeracy support strategies appropriate to the phase of learning
- appropriate support for a range of learning situations for students with various reasons for requiring additional assistance including physical, intellectual or learning disabilities, medical conditions, or emotional or psychological issues
- physical, emotional and social support that may be required by individual students
- individual education plans and behaviour management plans.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS023 Supervise students outside the classroom

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to supervise students in school grounds, community settings, and other non-classroom environments.

The unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify potential risks associated with an activity in cooperation with relevant personnel	1.1 Assess the environment for physical hazards and impediments to the active supervision of students 1.2 Identify physical, psychological and logistical risks to be considered in the risk evaluation 1.3 Use planning strategies to address identified risks and hazards in activities 1.4 Access information about additional needs of students to inform the supervisory process 1.5 Review information about children's health and medical needs prior to out-of-class activity
2. Use positive student management techniques	2.1 Establish expectations for student behaviour in advance of the activity in accordance with the organisation's positive behaviour support plan 2.2 Model positive interactions with students and other adults at all times 2.3 Use verbal and non-verbal techniques to acknowledge and influence student behaviour 2.4 Supervise and monitor area of responsibility and students in order to respond to situations in a timely manner 2.5 Use timely interventions to prevent escalation of incidents

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3. Maintain calm and confident demeanour	3.1 Monitor and control personal stress levels 3.2 Articulate verbal directions in a clear and moderate tone and repeat this where necessary 3.3 Assess situations and determine suitable action 3.4 Use planned strategies to defuse stressful situations before they escalate 3.5 Summon assistance when necessary using the organisations planned methods of communication 3.6 Follow the organisation's debriefing processes
4. Review and reflect on the effectiveness of strategies and performance	4.1 Evaluate the effectiveness of strategies with other members of the education team 4.2 Revise strategies when necessary

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS023 Supervise students outside the classroom	CHCEDS415A Supervise students outside the classroom	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment.	

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Assessment Requirements for CHCEDS023 Supervise students outside the classroom

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- used a range of supportive behaviour techniques, as described in the education organisation's supportive behaviour plan, and contributed to the development of risk-management strategies for non-classroom based activities, including:
    - valuing and responding appropriately to cultural difference
    - making accurate observations and assessments of student interactions
    - reporting information accurately and correctly according to organisational standards.

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Knowledge Evidence

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

These include knowledge of:

- supportive behaviour techniques appropriate to the education environment and students
- risk-management procedures of the organisation
- appropriate sources of required additional information about students to be supervised
- reporting requirements for hazards/incidents
- effective use of communication equipment/procedures
- responsibilities of the education support worker when supervising students in non-classroom environments.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of education organisation's behaviour and support plan.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support, contribute to and coordinate education opportunities for students, including those from Aboriginal and/or Torres Strait Islander backgrounds.

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

It addresses inclusion of community members in school activities, demonstration that everyone is valued in day-to-day interactions and support for students' development of their self-concept.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to a positive education environment	1.1 Access and clarify organisation policies and legislation relating to Aboriginal and/or Torres Strait Islander education with relevant personnel 1.2 Build positive relationships that value diversity through all interactions with students 1.3 Identify and consult with appropriate persons to obtain knowledge of local region and cultural identity 1.4 Contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education programs and the learning environment
2. Support community engagement	2.1 Access community resources and personnel in a culturally appropriate way which shows respect for local culture and customs 2.2 Invite community members to contribute personally and/or through provision of resources to education programs 2.3 Negotiate with community members regarding approaches to provision of pastoral care initiatives ensuring the inclusion of appropriate personnel

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3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students	3.1 Develop own skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students 3.2 Support the management of information in a culturally appropriate manner, including identification of how and with whom information can be shared 3.3 Provide opportunities for Aboriginal and/or Torres Strait Islander students to share local context and cultural knowledge 3.4 Use cultural diversity to enhance education opportunities for all students
4. Support literacy and numeracy strategies	4.1 Select and where necessary contextualise literacy and numeracy resources to create meaningful learning experiences in consultation with the teacher 4.2 Support the management of literacy and numeracy program resources and personnel 4.3 Select delivery and communication strategies in consultation with the teacher 4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students' learning needs

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS024 Use educational strategies	CHCEDS416B Use educational strategies	This version was released in CHC	Not equivalent

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to support Aboriginal and/or Torres Strait Islander education	to support Aboriginal and-or Torres Strait Islander education	Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- contributed to a positive education environment, including:
    - being assertive in influencing planning to include Aboriginal and/or Torres Strait Islander perspectives
    - acquiring knowledge of local Aboriginal and/or Torres Strait Islander culture
    - developing own skills and knowledge regarding Aboriginal and/or Torres Strait Islander culture
- used a range of communication skills to effectively interact with and liaise between differing cultural contexts, including:
    - inviting community members to contribute to education programs

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    - negotiating with community members regarding approaches to pastoral care initiatives
    - accessing community resources and personnel
- supported literacy and numeracy strategies in consultation with the teacher, including:
    - selecting and contextualising literacy and numeracy resources to create meaningful learning experiences
    - selecting delivery and communication strategies
    - identifying barriers to student learning and developing strategies to overcome these.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- differences between cultural groups
- requirements of anti-discrimination legislation
- benefits of diversity to the school community
- principles and practices of cultural awareness and cross-cultural communication
- local Aboriginal and/or Torres Strait Islander culture
- education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people
- information sources for local Aboriginal and/or Torres Strait Islander people
- range of teaching and learning strategies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS025 Facilitate learning for students with disabilities

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by education support workers to effectively contribute to learning experiences for students with a range of disabilities.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Comply with policies, procedures and legislation that addresses work with students with disabilities	1.1 Identify legislative requirements 1.2 Use work practices that meet requirements of policies, procedures and legislation related to working with students with disabilities 1.3 Review conduct in compliance with requirements
2. Demonstrate inclusive practices	2.1 Use accurate and non-discriminatory language 2.2 Include all students in group activities 2.3 Display respectful interactions with all students, including maintaining confidentiality 2.4 Ensure all students have access to a safe learning environment 2.5 Demonstrate value for the rights and opinions of all students
3. Provide support to the teacher of students with disabilities	3.1 Use knowledge of students to assist teacher to set goals for the student 3.2 Gather and record data as directed by the teacher 3.3 Develop support strategies for individuals to enable the achievement of learning goals 3.4 Identify, prepare and maintain resources to support the delivery of education programs

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4. Contribute to an education adjustment profile for students with disabilities	4.1 Raise awareness of social and academic barriers for students with disabilities 4.2 Provide observations to inform an education adjustment profile 4.3 Contribute to profile meetings 4.4 Implement the education program

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS025 Facilitate learning for students with disabilities	CHCEDS417A Facilitate learning for students with disabilities	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCEDS025 Facilitate learning for students with disabilities

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- demonstrated inclusive practices, and developed strategies and implemented them for at least one student with a disability
- worked in collaboration with the teacher and others to promote support for at least one student.

Knowledge Evidence

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

These include knowledge of:

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- relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support, and anti-discrimination and child protection
- effects of one disability on student development and learning
- a basic level of at least four disabilities
- implications for learning of one disability
- accurate language relevant to the range of disabilities
- organisation processes for provision of support to students with disabilities
- support appropriate to a variety of learning situations for students with disabilities
- identification and description of the nature of a range of disabilities
- how to explain the effects of a range of disabilities on student development and learning
- ways to discuss the implications of an identified disability.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS026 Deliver elements of teaching and learning programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by education support workers to deliver delegated structured learning activities to students.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish an environment conducive to learning	1.1 Discuss the learning activity with the supervising teacher to confirm delivery requirements 1.2 Identify individual learning needs with the supervising teacher and agree on appropriate strategies 1.3 Confirm availability of resources before activity commences and list resources to be used
2. Deliver and facilitate learning	2.1 Establish a learning relationship with students using appropriate verbal and non-verbal communication skills 2.2 Initiate relationships with and between students that support inclusion, acknowledge diversity and contribute to a positive learning environment 2.3 Interact with students based on principles of practice and according to learning styles and identified learner characteristics 2.4 Provide opportunities for students to use a range of skills during learning activities 2.5 Use a range of delivery strategies, technologies and equipment to optimise student learning
3. Demonstrate effective facilitation skills	3.1 Use suitable presentation techniques to ensure the delivery is engaging and relevant 3.2 Use facilitation skills to ensure effective participation, and individual and group management 3.3 Monitor and document students' progress using agreed observation techniques

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4. Monitor learning and review delivery	4.1 Monitor and document student progress to ensure desired outcomes are being achieved and the needs of individual learners are met 4.2 Complete all required documentation accurately to meet organisational requirements 4.3 Review and consider own delivery performance 4.4 Request feedback and documents from the supervisor on quality of delivery and areas for improvement of performance 4.5 Implement identified improvements to delivery techniques

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS026 Deliver elements of teaching and learning programs	CHCEDS418B Deliver elements of teaching and learning programs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS026 Deliver elements of teaching and learning programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- facilitated learning for students and demonstrated the use of principles of practice in classroom/learning environment situations
- made adjustments to resources/activities to meet individual learning needs
- used a range of appropriate behaviour-support techniques
- monitored and documented student progress accurately and completely within organisational requirements
- maintained confidentiality of student information.

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Knowledge Evidence

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

These include knowledge of:

- the application of the principles of practice as used in the employing education environment for a specific phase of learning
- the principles of effective teaching and learning.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS027 Support flexible learning in an education environment

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work with teachers to support flexible learning for students in an education environment.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish the learning environment	1.1 Access flexible learning programs to determine learning outcomes or objectives to be met in consultation with supervisor 1.2 In consultation with the teacher, design the learning space to meet access, health and safety, and supervision criteria 1.3 Arrange work spaces to encourage focused participation of students in flexible learning 1.4 Establish the range of activities, resources and any assessment requirements with the learner and the course facilitator 1.5 Obtain and make available resources for students as required 1.6 Confirm, where appropriate, technical requirements for the flexible learning environment 1.7 Identify and organise specific technical support needs and mechanisms for flexible delivery
2. Facilitate flexible learning for students	2.1 Develop flexible learning protocols in consultation with the supervisor 2.2 Conduct inductions with learners to the flexible learning environment including clarification and agreement of the objectives and protocols 2.3 Provide technical and personal support while students are engaged in flexible learning activities 2.4 Establish relationships that support inclusiveness, acknowledge diversity and encourage a positive learning environment

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3. Monitor and review flexible learning support	3.1 Monitor learner progress and report any identified issues to the supervisor 3.2 Provide support and guidance within and outside the learning environment 3.3 Monitor students interactions with others and participation in flexible learning activities and make interventions, where necessary, to maintain momentum and engagement 3.4 Encourage and promote learner collaboration within and outside the learning environment to enhance learning experiences 3.5 Reflect on own performance as a flexible learning support worker with a focus on continuous improvement 3.6 Identify, discuss with relevant personnel, and document recommendations for improvements to facilitating flexible learning and appropriateness of flexible learning systems, tools and resources

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Writing* - in order to communicate with students and colleagues through email, e-learning software and correspondence.
Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.	
Learning environment:	- Learning may take place in a classroom environment, in an online environment or through distance learning.

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Education environment may include:	• Government school (pre-primary, primary and secondary) • Private/non-government school (pre-primary, primary and secondary) • Education centre • Kindergarten • Special education centre • Community education centre

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS027 Support flexible learning in an education environment	CHCEDS419B Support flexible learning in an education environment	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS027 Support flexible learning in an education environment

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- established a learning environment on two separate occasions, including:
  - determining learning outcomes of flexible learning programs with supervisor
  - designing learning space to meet the needs of students
  - establishing a range of activities, resources and assessment requirements with learner and course facilitator
  - confirming technical requirements and organising technical support needs
- facilitated flexible learning for at least two students, including:
  - developing flexible learning protocols with supervisor
  - conducting induction to flexible learning environment
  - providing students with technical and personal support during activities

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    - establishing positive relationships
- monitored progress of at least two students and reported any issues to supervisor
- made interventions when students were losing momentum and engagement
- reflected on own practice and identified areas for improvement
- identified, discussed and documented recommendations for improvements to flexible learning with relevant personnel.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- a range of flexible learning methodologies and programs available for use
- issues that may be encountered by students with disabilities
- learner attitudes to flexible learning
- levels of support appropriate to a variety of learning situations.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- technical support
- flexible learning environment
- flexible learning resources, including communication resources.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS028 Assist in production of language resources

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by education support workers to assist a teacher in the development and production of language resources to assist students' learning where English is a second language.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify a range of language resources in conjunction with teacher	1.1 Research and identify different types of language resources which can be used to present words and/or sentences for learning 1.2 Identify existing language sources in the community which can be used for assisting the development of resources 1.3 Source any additional language resources required for use in learning activities
2. Plan for the development of language learning resources in conjunction with teacher	2.1 Identify the intended audience and purpose of language resources 2.2 Establish the type and form of language resource required to meet specific learning needs 2.3 Access a range of sources for the development of the language resources 2.4 Demonstrate respect for community protocols and ownership of language in the development of language resources 2.5 Plan for the development of identified language resources
3. Assist teacher to produce language resources	3.1 Use appropriate technology and equipment to produce language resources

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	3.2 Consult with students, teachers and community members in the production of language resources to ensure protocols are maintained 3.3 Produce language resources in accordance with organisation guidelines for resource production 3.4 Evaluate the effectiveness of language resources in consultation with students, teachers and community members

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS028 Assist in production of language resources	CHCEDS423A Assist in production of language resources	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to application and scope. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS028 Assist in production of language resources

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- engaged with students and communities where English is not the first language on at least two occasions
- demonstrated respect for language ownership in communities where required
- applied an understanding of community protocols for accessing information for language resource development
- recognised suitable technologies for the development of resources
- produced language resources at expected organisational standards using correct grammar, spelling and punctuation.

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Knowledge Evidence

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

These include knowledge of:

- community languages and dialect variations in work community
- community protocols for researching and using languages in the community
- guidelines and procedures for development and production of learning resources
- evaluation strategies involving stakeholder participation.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to assist a teacher to develop a series of lessons relating to local Aboriginal and/or Torres Strait Islander languages and culture.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop knowledge of local languages and cultures	1.1 Identify and research local Aboriginal and/or Torres Strait Islander languages 1.2 Identify and research local Aboriginal and/or Torres Strait Islander cultures
2. Assist teacher to plan a series of learning experiences in Aboriginal and/or Torres Strait Islander language and culture	2.1 Assist teacher to identify curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture 2.2 Support teacher to develop a plan for a sequence of effective language and culture learning experiences 2.3 Identify effective language and culture activities to incorporate into learning experiences 2.4 Assist teacher to develop assessment and evaluation criteria for a sequence of learning experiences 2.5 Aid teacher in delivery and evaluation of a sequence of learning experiences 2.6 Gather and evaluate assessment data for further planning
3. Engage with students in extensive language and literacy learning	3.1 Identify context for learning an Aboriginal or Torres Strait Islander language

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	3.2 Assist teacher to plan language learning activities to address identified context for language learning 3.3 Implement language learning activities in consultation with teacher

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	CHCEDS428A Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- assisted a teacher to plan a series of learning experiences in Aboriginal and/or Torres Strait Islander language and culture, including:
    - assisting teacher to identify curriculum requirements
    - helping teacher to develop a sequence of learning experiences
    - identifying language and culture activities to be incorporated into learning experiences
    - assisting teacher to develop assessment and evaluation criteria
    - supporting teacher to deliver and evaluate sequence of learning experiences
    - gathering and evaluating assessment data

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- identified context for learning an Aboriginal and/or Torres Strait Islander language
- demonstrated an increase in language levels of at least one student in their own Aboriginal and/or Torres Strait Islander language.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- local cultures and languages
- school policies and programs relating to the promotion of language and culture in the school
- Aboriginal and/or Torres Strait Islander languages and cultures
- language and literacy learning strategies and activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS030 Coordinate e-learning programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required for education support workers to coordinate learning programs/activities using an e-learning management system.

It includes establishing the learning environment, inducting students into the learning program, assisting them to use the available functions of the system, dealing with technical problems, and collation of student data from the system to inform reviews.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish online learning environment according to provided specification	1.1 Identify e-learning purpose and learning program requirements 1.2 Negotiate scope and structure of learning activities and any requirements for assessment with the teacher in line with organisation requirements 1.3 Design the learning space in collaboration with the course owner, in accordance with e-learning goals, social constructivist approaches, school routines and budgetary considerations 1.4 Establish student access to the site in accordance with educational organisation requirements 1.5 Use e-learning management system to record a range of student and course information
2. Coordinate e-learning activities	2.1 Agree protocols and netiquette with e-learners in accordance with organisation requirements 2.2 Induct students into the course procedures and the capability of the e-learning management system 2.3 Facilitate interaction between students to encourage and develop a community of learners 2.4 Provide opportunities for students to reflect and record own progress

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3. Provide ongoing support for e-learning management system	3.1 Provide students with personal and technical support while they are engaged in e-learning, using online communication and personal contact 3.2 Give support and guidance to students using the e-learning environment, taking into account student learning characteristics 3.3 Identify errors or difficulties with e-learning management system and/or technical infrastructure and provide ongoing support and solutions 3.4 Provide effective administration of the e-learning management system
4. Review the effectiveness of the e-learning course	4.1 Obtain feedback from educational/training organisation on levels of satisfaction with e-learning against set criteria 4.2 Collect quantitative data from the e-learning management system and analyse against set criteria 4.3 Take time to reflect on own performance as a facilitator of an e-learning management system 4.4 Analyse data collected to identify potential improvements to the delivery of the learning program 4.5 Identify recommendations for improving the facilitation of e-learning programs, resources and tools 4.6 Document recommendations in accordance with the education/training organisation's requirements and provide to relevant authorities for consideration

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS030 Coordinate e-learning programs	CHCEDS429B Coordinate e-learning programs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to application. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS030 Coordinate e-learning programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- adjusted one e-learning site and content to suit educational/training organisation requirements, learner and group needs and to effectively address needs of at least two individuals, including:
    - correctly use e-learning tools, including communication tools, learning activity tools, assessment tools and monitoring tools
    - identifying technical problems and being able to troubleshoot or know where to get required technical assistance.

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Knowledge Evidence

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

These include knowledge of:

- principles of learning in a virtual environment
- technical components sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical information required to work within the e-learning management system
- use of systems that allow monitoring of students
- structure and content of relevant e-learning resources
- ethics related to e-learning (e.g. duty of care, security of information, plagiarism)
- rationale for the use of different learning activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids
- computer and internet link to an e-learning management system.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS031 Provide support to students with autism spectrum disorder

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge to provide support to students who have education needs associated with an autism spectrum disorder (ASD).

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Research autism spectrum disorder	1.1 Document the historical context and current research relating to autism spectrum disorder 1.2 Identify and document the processes of establishing a diagnosis of ASD 1.3 Report on the difficulties experienced by students with ASD 1.4 Identify the implications of the disorder on effective teaching and learning practices
2. Provide support to students with autism spectrum disorder	2.1 Work with the education team to assist the student with ASD 2.2 Work as a team member to implement education programs 2.3 Support the student to have positive social interactions
3. Provide support to teachers of students with autism spectrum disorder	3.1 Contribute to goal setting for the student as part of the education team 3.2 Support the teaching strategies used by the teacher 3.3 Discuss issues with the teacher and other professionals as required 3.4 Identify, maintain, prepare and use suitable resources for students with ASD

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	3.5 Take appropriate steps, if required, to maintain personal safety of self and others

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS031 Provide support to students with autism spectrum disorder	CHCEDS434A Provide support to students with autism spectrum disorder	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCEDS031 Provide support to students with autism spectrum disorder

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- contribute to planning and support for students with ASD on at least one occasion
- provided support to one or more students with the disorder by:
    - selecting and using suitable resources
    - implementing educational programs
    - supporting positive social interactions
- used professional language and demonstrated the importance of confidentiality in talking with teachers and other professionals.

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Knowledge Evidence

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

These include knowledge of:

- ASD and its effects on development and learning
- communication techniques for engaging students with ASD in the education context
- education facility's policy related to working with people with a disability
- other professionals and their work in relation to ASD
- use of professional language
- legislation related to anti-discrimination, disability in the education environment, child safety and inclusiveness
- positive behaviour-support techniques.

Assessment Conditions

Skills must be demonstrated in the workplace.
In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical. Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDS032 Support learning and implementation of responsible behaviour

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to assist the individual and education organisation to implement responsible behaviour plans.

The unit develops an understanding of relevant legislation and organisation policies.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Research and document legislative and organisation policy requirements	1.1 Access legislation and organisation policies in relation to behaviour support concerns 1.2 Identify and confirm essential requirements of relevant legislation and organisation policies 1.3 Conduct and review work practices in accordance with requirements of legislation and organisation policies 1.4 Identify organisation requirements for student and learning environment behaviour strategies and plans
2. Create safe learning environments to socially support student learning	2.1 Plan and implement learning experiences in consultation with the teacher 2.2 Establish constructive relationships with students based on mutual trust and respect 2.3 Engage in inclusive communication with students 2.4 Establish strategies for promoting collaborative relationships between students
3. Support implementation of strategies for student responsibility in behaviour management	3.1 Work in consultation with the teacher to identify behaviour management strategies to support students in learning to take responsibility for their own behaviour

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	3.2 Establish learning environments that assist students to work collaboratively 3.3 Implement strategies for assisting students to monitor and review their own behaviour 3.4 Create learning experiences for students to develop effective communication skills and appropriate social and learning behaviours 3.5 Implement strategies for providing regular feedback and reinforcement to students 3.6 Examine classroom behaviour management practices for effectiveness 3.7 Follow support processes for students requiring specific skills in developing and maintaining behaviours 3.8 Evaluate and implement strategies for improving professional practice 3.9 Use collaborative problem-solving skills when working with colleagues and students 3.10 Take appropriate steps, if required, to maintain personal safety of self and others

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDS032 Support learning and implementation of responsible behaviour	CHCEDS514B Support learning and implementation of responsible behaviour	This version was released in CHC Community Services Training Package release 1.0 and meets	Not equivalent

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		the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	

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Assessment Requirements for CHCEDS032 Support learning and implementation of responsible behaviour

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- accessed and referenced documented research information using relevant standards
- adhered to education organisation's policies and procedures
- demonstrated supportive and collaborative relationships with students, including:
    - making use of a range of appropriate behaviour-management strategies
    - implementing student self-management strategies
    - interpreting feedback from colleagues relating to policies and procedures
    - reflecting on personal skills in behaviour management.

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Knowledge Evidence

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

These include knowledge of:

- assessment strategies involving learner's participation
- available professional support services and resources
- child and adolescent development theories
- effective communication skills
- factors to promote or diminish the student's intrinsic motivation
- importance of the student's self-esteem in the learning process
- origins of inappropriate behaviour and the impact on student learning
- differing philosophical approaches to behaviour support
- practices and strategies for non-violent crisis prevention and intervention
- requirements of relevant legislation and organisation policies in relation to behaviour
- typical (and atypical) behaviours encountered in the education environment
- universal precautions for risk management
- when and how to implement consequences for inappropriate behaviour
- whole-of-school and student approaches to behaviour support.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to deliver a range of promotion and prevention strategies to the community.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Review health promotion plan	1.1 Clarify all aspects of the health promotion plan are still relevant

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	1.2 Locate relevant available promotion and prevention resources 1.3 Verify health promotion plans method of promotion delivery 1.4 Review budget necessary to develop, adapt and implement promotion and prevention strategies
2. Prepare for promotion and prevention activities	2.1 Engage with relevant stakeholders to obtain support for desired outcomes and promotion and prevention plan 2.2 Where necessary adapt existing promotion and prevention resources 2.3 Develop new promotion and prevention resources, according to the plan 2.4 Engage relevant stakeholders to review newly developed resources
3. Conduct promotion and prevention activities	3.1 Conduct prevention activities according to the promotion and prevention plan 3.2 Gather feedback on the immediate impact of the activity 3.3 Monitor the implementation of the plan and revise activities based on any feedback
4. Evaluate Health promotion activities	4.1 Undertake evaluation activities as set out in the plan 4.2 Collect client feedback and data on behaviour change for evaluation 4.3 Analyse data in preparation for reporting purposes
5. Report and document information	5.1 Document information about activities according to the organisation’s protocols 5.2 Adhere to privacy and confidentiality requirements when reporting feedback 5.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to prevention strategies

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU001 Provide community focused health promotion and prevention strategies	CHCPROM503A Provide community focused promotion and prevention strategies	This version was released in CHC Community Services Training Package release 2.0 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	Not equivalent

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Assessment Requirements for CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed and implemented promotion and prevention strategies to at least 2 community groups with different needs

Knowledge Evidence

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

- mental health and its perception in the community
- *The Ottowa charter for health promotion*
- alcohol and other drugs (AOD) and its perception in the community
- the importance of promotion and prevention in the health and recovery continuum
- methods and models for social inclusion
- a range of promotional strategies and their suitability for different purposes
- methods for obtaining feedback on promotional activities
- evidence based practice
- a range of relevant promotional resources

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 modeling 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.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU002 Plan health promotion and community intervention

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to plan health promotion and community intervention.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 key issues in preventative health care	1.1 Use social research methods to analyse population health trends, demographic, social and epidemiological information and data

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	1.2 Identify key issues in preventative health for the community from data obtained 1.3 Identify current responses to preventative health care 1.4 Apply preventative health care strategies to develop solutions to community issues 1.5 Define target populations and determine consultation processes 1.6 Examine policy and funding contexts and issues
2. Work within the educational framework of health promotion	2.1 Integrate preventative health care perspective into community development and capacity building 2.2 Select and apply relevant strategies to health promotion in the community 2.3 Identify and plan required partnerships with stakeholders 2.4 Engage key stakeholders as focus group 2.5 Identify a range of techniques to engage community in health promotion activities 2.6 Define most appropriate methods for information dissemination to target population 2.7 Access and implement key resources for health promotion activities
3. Formalise plan of health promotion activities	3.1 Define key deliverables of health promotion/community intervention plan 3.2 Define timeline for health promotion/community intervention plan, noting key deliverables 3.3 Define contingencies if applicable 3.4 Allocate budget resources to key deliverables of plan 3.5 Develop an evaluation strategy 3.6 Write plan in line with organisational policies

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

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU002 Plan health promotion and community intervention	CHCPROM502B Implement health promotion and community intervention	This version was released in CHC Community Services Training Package release 2.0 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	Not equivalent

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Assessment Requirements for CHCEDU002 Plan health promotion and community intervention

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed 2 health promotion and/or community intervention plans by:
    - using social research methods and epidemiological data to analyse health trends
    - interpreting data and identified key preventative health issues and target audiences
    - developing and applying a range of preventative health strategies to plan appropriate health promotion within the community

Knowledge Evidence

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

- current and historical approaches to preventative health care
- various social research methods and how data relating to health issues is collected and potentially used
- primary health care principles
- a range of health promotion resources and strategies useful to the job role
- the range of obstacles to the uptake of delivered health promotion, including:
    - culture/religion
    - age
    - language
- the funding and policy environment in which the health promotion activities are taking place
- community engagement

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- information dissemination

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used the following conditions must have been met for this unit:

- use of suitable facilities, equipment and resources, including:
    - health promotion resources
    - health data, including epidemiological data
- modelling of industry operating conditions

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU003 Provide sexual and reproductive health information to clients

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to communicate with and provide information to others in the area of sexual and reproductive health in one to one or small group environments.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Ensure the rights of clients are observed	1.1 Participate in personal and professional development activities to ensure own attitudes and values are identified 1.2 Develop and implement strategies which enable delivery of a service to clients that ensures own attitudes and values are not imposed on clients and clients feel their attitudes and values are respected 1.3 Ensure all interactions with clients demonstrate respect and dignity for their rights 1.4 Employ a range of non-verbal and verbal techniques to ensure own attitudes and values are not communicated to or imposed on clients and clients feel their attitudes and values are respected
2. Employ appropriate techniques with clients	2.1 Provide referrals in situations where own personal and professional abilities do not match client priorities 2.2 Apply an appropriate model of sexuality development in assessing clients priorities 2.3 Provide information about relevant legal issues in appropriate situations 2.4 Operate in accordance with legal obligations to ensure compliance with duty of care obligations 2.5 Develop and implement strategies which facilitate clients to express their own attitudes and values
3. Provide information about sexual and reproductive health	3.1 Undertake planning to ensure client priorities will be met by the information provided 3.2 Provide information that is age and culturally appropriate in a non-judgemental way 3.3 Routinely evaluate the effectiveness of the information offered. Review and adjust approach and activities accordingly 3.4 Provide appropriate, relevant and accurate resources and materials to enable clients to effectively maintain their sexual and reproductive health

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

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU003 Provide sexual and reproductive health information to clients	CHCCED311A Provide sexual and reproductive health information to clients	This version was released in CHC Community Services Training Package release 2.0 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	Not equivalent

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Assessment Requirements for CHCEDU003 Provide sexual and reproductive health information to clients

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- determined the sexual and reproductive health information needs of at least 2 clients with varying needs and provided appropriate information in a non-judgemental manner

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:

- own personal and social values and attitudes and their potential impact on information provision
- positive self-esteem and self concept
- community resources and referral networks
- sources of information
- human rights and responsibilities
- heteronormativity
- fundamentals of sexuality development across the lifespan, including:
    - 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

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- diversity including sexual orientation and gender identity

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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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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 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

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	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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU004 Develop, implement and review sexual and reproductive health education programs	CHCCED511A Develop, implement and review sexual and reproductive health education programs	This version was released in CHC Community Services Training Package release 2.0 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	Not equivalent

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

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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

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    - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU005 Work with clients to identify financial literacy education needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work in the community and health sector with target groups and individuals to identify their financial literacy education requirements.

This unit applies to workers who are part of a professional team and under the guidance of a supervisor.

Financial literacy education provides targeted information and resources to meet particular client needs.

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling.

Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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 roles and boundaries relevant to role of financial literacy education	1.1 Identify and communicate the role and limits of a financial literacy educator with client 1.2 Refer appropriately to specialist services according to clients priorities
2. Identify own values regarding money management	2.1 Identify own values and attitudes in relation to money management 2.2 Develop awareness of the influence of own attitudes to money management 2.3 Discuss with supervisor methods of developing professional boundaries of own values and attitudes
3. Identify the values and attitudes of diverse client groups impacting on financial management	3.1 Assist clients to identify influence of own values and attitudes towards money management 3.2 Assist clients to identify their own money management styles 3.3 Assist clients to identify any barriers to effective personal money management 3.4 Identify the role of money for different client groups 3.5 Work with client in a method that respects their values 3.6 Ensure own values do not effect the working relationship
4. Target financial literacy education to client needs	4.1. Identify specific needs of clients or target group in relation to financial literacy education 4.2 Identify specific money management issues relating to different target groups

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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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU005 Work with clients to identify financial literacy education needs	CHCFLE301A Work with clients needing financial literacy education	This version was released in CHC Community Services Training Package release 2.0 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	Not equivalent

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Assessment Requirements for CHCEDU005 Work with clients to identify financial literacy education needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- Identified the financial literacy education requirements of 3 different clients or target groups, including:
    - identified financial literacy educational solutions to address client specific needs
    - matched education activities with needs and priorities of target group and/or individual
    - demonstrated empathy to client groups experiencing financial difficulty and hardship
    - demonstrated collaboration and consultation with key people and organisations

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:

- money planning issues from a personal perspective
- role of a financial counsellor and literacy educator
- referrals to financial counselling and other specialist services
- intergenerational poverty
- the role of money in society and client groups
- broad range of values and attitudes in relation to money
- inequality and the power structure
- cultural differences in relation to understanding of money
- technological issues associated with managing money

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- assessment and analysis of client needs
- resources and support available within the community relating to personal money management
- local demographics and their potential impact on client financial issues
- special needs of clients in relation to financial management

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU006 Improve clients' fundamental financial literacy skills

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to provide education for individual clients or groups to strengthen fundamental financial literacy skills in order to address identified needs, goals and priorities in relation to personal financial management.

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

Financial literacy education provides targeted information and resources to meet particular client needs.

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling.

Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Assist client groups to understand the role of budgeting in personal financial management	1.1 Explain the concept of budgeting in the lives of different clients 1.2 Explain the importance of effective budgeting to meet regular and irregular expenses and relate this to different stages of life 1.3 Explain the importance of setting financial goals and analyse in relation to client's goals and priorities 1.4 Identify and address barriers that might prevent financial goals being achieved 1.5 Explain the types of behaviours and skills required for successful budgeting
2. Assist clients to identify key principles of budgeting and money management	2.1 Explain different styles of budgets and plans 2.2 Identify types of regular and irregular expenses 2.3 Identify appropriate payment options to suit the budgeting style 2.4 Discuss important of record keeping in relation to spending 2.5 Assist client to understand basic paperwork relevant to their money management needs 2.6 Identify appropriate record keeping method for the client
3. Assist client to develop a personal budget	3.1 Explain components of a personal budget 3.2 Assist client to identify and list all income and expenditure for a relevant period of time 3.3 Identify regular and irregular items of expenditure and project these expenses over a future length of time in relation to income periods 3.4 Identify surplus or deficit and discuss with the clients in relation to their stated priorities 3.5 Encourage clients to allocate surplus funds towards meeting identified financial goals

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4. Provide resources to assist client to self manage their finances on an ongoing basis	4.1 Provide the client with budgeting tools to assist in developing own personal budget to suit their particular needs 4.2 Discuss strategies and tips to successfully manage a personal budget 4.3 Provide relevant community information and resources to assist client in meeting their financial needs 4.4 Assist clients to identify when a budget requires review 4.5 Refer to specialist services or financial counselling according to clients needs

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU006 Improve clients' fundamental financial literacy skills	CHCFLE302A Educate clients in fundamental financial literacy skills	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.Minimal changes to the elements and performance criteria New evidence requirements for	Not equivalent

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		assessment including volume and frequency requirements	

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Assessment Requirements for CHCEDU006 Improve clients' fundamental financial literacy skills

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- provided financial literacy education to at least 3 different individuals or target groups, including:
    - provided information clearly in line with predetermined needs
    - provided follow up resources and/or referrals as required

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:

- purpose of budgeting
- life events
- short term versus long term planning:
    - personal budget
    - income
    - expenditure
    - living expenses
    - repayments
- regular and irregular income and expenses, fixed and variable expenses
- prioritising
- payment options including B-Pay, EFTPOS, ATM, Centrepay, direct debit, budget cards, lay-by, direct payments, scheduled payments
- emergency relief
- community resources

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- microfinance options
- referral networks

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU007 Provide group education on consumer credit and debt

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work in the community services and health sector with target groups and individuals to identify their financial literacy education requirements.

This unit applies to workers who will be part of a professional team and under the guidance of a supervisor.

Financial literacy education provides targeted information and resources to meet particular client needs.

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling.

Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Explain role of credit and options	1.1 Explain concepts and terminology of credit provided by a financial institution and the debt incurred by a borrower 1.2 Compare features of different types of loans or credit facilities 1.3 Identify differences between unsecured and secured loans and explain implications of default on secured and unsecured loans 1.4 Explain the cost of credit 1.5 Explain uses of documentation and the importance of maintaining paperwork
2. Identify common debt issues	2.1 Discuss common types of debt with client group and identify its potential implications in relation to specific client's situation 2.2 Provide appropriate referrals to specialised services to assist clients to deal with debt issues 2.3 Identify and inform clients of ways to avoid debt as a means to assist client to minimise debt 2.4 Identify and inform clients of range of debt reduction strategies to address client situation
3. Identify complaints and hardship options to address personal financial issues	3.1 Provide general information on informal and formal complaint processes 3.2 Provide general information on hardship provisions

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

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU007 Provide group education on consumer credit and debt	CHCFLE303A Educate clients to understand debt and consumer credit	This version was released in CHC Community Services Training Package release 2.0 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	Not equivalent

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Assessment Requirements for CHCEDU007 Provide group education on consumer credit and debt

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- provided debt and consumer credit education to at least 3 clients or target groups.

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:

- limits of role of financial literacy educator
- appropriate referral sources
- advantages and disadvantages of debtor options and consolidation
- contracts, insurance, rental agreements
- structural issues of debt
- options for complaints
- regulatory bodies, credit reference agencies and consumer advisory bodies
- referrals
- limits and boundaries
- credit concepts and options
- consumer rights and responsibilities
- superannuation
- hardship options
- cost of credit:
    - simple and compound interest
    - interest charges and fees

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    - default fees
    - overdrawn fees
    - early termination fees
    - establishment fees
- targeting different client groups
- structural and systemic causes of financial hardship
- relationship debt

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU008 Share health information

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to share health information in a community health context.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 health information requirements	1.1 Obtain information from key stakeholders regarding community health priorities

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	1.2 Hold discussions with key stakeholders and community stakeholders 1.3 Assess and document levels of current health information in the community according to organisation guidelines 1.4 Identify gaps in available health information 1.5 Determine and prioritise community health information needs 1.6 Determine best delivery method of health information 1.7 Asses costs of various delivery methods
2. Develop health information in an appropriate context	2.1 Prepare and assemble resources in consultation with key people and community stakeholders 2.2 Develop health information using techniques appropriate to the target audience 2.3 Focus test health information with appropriate audience
3. Implement sharing of health information	3.1 Negotiate with key stakeholders and target audience to determine method, location, time and place for sharing health information 3.2 Develop promotional plan for health information delivery 3.3 Deliver health information in a clear, non-judgemental and concise manner 3.4 Obtain feedback from the audience to determine whether information is correctly understood
4. Evaluate presentation of health information	4.1 Review progress and/or outcome against community needs, in consultation with key stakeholders 4.2 Suggest improvements to the methodology of sharing health information 4.3 Implement changes to methodology in consultation with key stakeholders according to evaluation

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU008 Share health information	CHCPROM401C Share health information	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCEDU008 Share health information

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- identified the health information requirements in consultation with key stakeholders of 2 target audience
- researched different methods of delivery, including the effectiveness and the costs
- developed, delivered and evaluated health information for at least 2 different health issues, delivery methods and target audiences in consultation with target audience and other key stakeholders

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- local community health plans
- community sector networks
- evidence based practise
- diversity
- inclusivity
- organisation policies of program development
- organisation policies of information dissemination
- legal and ethical issues for informational dissemination
- collection and interpretation of health data
- health promotion strategies and techniques relevant to the job role
- evaluation models and techniques relevant to the presentation of health information
- information and resource sources

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU009 Provide parenting, health and well-being education

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to identify client needs and provide education in a small group or one to one setting regarding effective parenting behaviour, general health and well-being issues.

This unit applies to individuals working with parents or families in diverse community services or health contexts. 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify client priorities and interests	1.1 Evaluate available information to determine nature of client education and support needs 1.2 Investigate and confirm key issues of concern 1.3 Determine stage in client decision to seek information or change 1.4 Review current skills and expectations for skill development 1.5 Develop strategies to match client educational needs 1.6 Identify and organise resources required to support strategies 1.7 Seek additional assistance and expertise as required
2. Communicate with clients about parenting, health and well-being	2.1 Tailor information, and the way it is presented, to the specific needs of the group and the community 2.2 Acknowledge and support client strengths 2.3 Provide information on key knowledge and skill sets that support positive parenting, health and well-being and which aligns with current policy 2.4 Provide information on factors that can impact on family capacity to function effectively 2.5 Explore the interrelationships between different behaviours, attitudes and beliefs and their impact on family well-being 2.6 Encourage clients to share experiences 2.7 Conduct ongoing assessment of client skills, knowledge and attitudes
3. Support the practice of new behaviours	3.1 Raise awareness of health and well-being issues with clients not contemplating change 3.2 Encourage clients to develop active support networks and further development options 3.3 Promote effective parenting techniques and healthy lifestyle habits 3.4 Provide clear feedback to clients on progress in skill development 3.5 Identify and respond to client difficulties in changing behaviours in a supportive way 3.6 Identify issues that may require referral to professional support and discuss with the client

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4. Communicate professional support services to clients	4.1 Identify possible professional support services available to clients 4.2 Provide information on referral pathways to professional support services 4.3 Encourage clients to seek professional support if appropriate
5. Evaluate education support provided	5.1 Seek feedback from clients regarding services provided 5.2 Assess the success of support services in meeting objectives 5.3 Identify potential improvements and integrate into future practice

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU009 Provide parenting, health and well-being education	CHCCS414A Provide education and support on parenting, health and well being	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment, including volume and frequency.	

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Assessment Requirements for CHCEDU009 Provide parenting, health and well-being education

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- provided parenting, health and well-being education to at least 2 different clients or client groups, using processes to:
    - identify specific needs and tailor education to address needs
    - evaluate program against identified needs of each client or client group.

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 for education in parenting, health and well-being, and how these are applied in organisations and individual practice:
    - children in the workplace codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations for those without legal qualifications
    - work health and safety
- factors that affect the capacity of families to function effectively
- key stages of child development and needs at different stages

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- features of a healthy lifestyle, including:
    - role of nutrition and diet
    - exercise and physical activity
    - safety and security
- different models of parenting including cultural differences
- different models of parents/families
    - traditional
    - non-traditional
    - opposite sex
    - same sex
- impact of positive parenting in regards to formation of healthy lifestyle behaviours of children
- support networks available to parent and families.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU010 Prepare and evaluate relationship education programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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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 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU010 Prepare and evaluate relationship education programs	CHCFAM409B Work with men	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM409B/CHCFAM411B/CHCFAM412B/CHCFAM510B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCEDU010 Prepare and evaluate relationship education programs	CHCFAM411B Engage fathers into family based programs	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM409B/CHCFAM411B/CHCFAM412B/CHCFAM510B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCEDU010 Prepare and evaluate relationship education programs	CHCFAM412B Work with women	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM409B/CHCFAM411B/CHCFAM412B/CHCFAM510B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCEDU010 Prepare and evaluate relationship	CHCFAM510B Work with	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM409B/CHCFAM411B/CHCFAM412B/CHCF	Not equivalent

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education programs	separated fathers	AM510B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCEDU010 Prepare and evaluate relationship education programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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

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- 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

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    - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU011 Work with parents or carers of very young children

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to evaluate parent/carer needs and work collaboratively to help them develop their parenting skills and confidence using a strengths-based approach.

This unit applies to individuals working in a range of community services contexts. It has particular application to those involved in relationship education.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Evaluate parent/carer needs	1.1 Review information that identifies current client parenting situation

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	1.2 Provide information and use targeted questioning to assist fathers, mothers and carers to explore their current situation and challenges as individuals and as a family 1.3 Encourage parents/carers to recognise their beliefs, values and perceptions about children, their own roles and the place of children in their lives 1.4 Identify situations beyond scope of own role and make referrals according to organisation procedures 1.5 Reflect on information provided and use as a basis for work
2. Facilitate development of team parenting skills	2.1 Assist parent/s to identify their own strengths and areas for development as parents, individually and as a team 2.2 Work with parents to develop strategies and tools to build on their own and each other's strengths 2.3 Identify and work collaboratively to find solutions to the particular challenges faced by separate and single parents
3. Develop parenting skills in parents of very young children	3.1 Assist parents to identify relevant areas for development of their parenting confidence and competence by reviewing areas of concern 3.2 Use and share tools and strategies to assist parents to develop parenting confidence and competence 3.3 Assist parents to review current skill development and identify further appropriate opportunities for development 3.4 Identify and use internal and external resources for additional sources of assistance 3.5 Document advice and support provided according to organisational procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU011 Work with parents or carers of very young children	CHCFAM421B Work with parents of very young children	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCEDU011 Work with parents or carers of very young children

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked collaboratively with at least 3 sets of parents/carers presenting with different situations to develop parenting skills, including:
    - first time parents/carers
    - carers who are not fathers or mothers
    - separate/single parents
    - parents/carers from diverse cultures
- worked with parents/carers experiencing challenges arising from at least 3 different types of stress.

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 for working with parents/carers, and how these are applied in organisations and individual practice:
    - codes of conduct
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations
    - work health and safety

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- models and theories for working with parents, including infant attachment theory and the impact of good attachment on child development
- roles of fathering and mothering, parenting, parenting skills and the important role played by fathers, mothers/carers and parents in the life of their child/children
- types of issues and stresses that may affect fathers, mothers, caregivers and families of very young children, and their key indicators including:
    - addictions
    - attachment
    - breast feeding challenges
    - changes in relationship
    - cultural or religious considerations
    - developmental delays
    - financial stresses and economic factors
    - housing
    - levels of natural supports
    - lifestyle changes
    - mental health
    - post-natal depression
    - relationship changes
    - relationships between siblings and baby
    - sleep deprivation
    - social isolation
    - value placed on the role of father, mother, caregiver
- child development and corresponding needs of babies and very young children including key social, physical, psychological, cognitive and emotional development
- general health and well being requirements for babies including general requirements for sleep, nutrition, stimulation and settling
- types of tools and strategies that may assist clients develop parenting skills, including:
    - developing understanding of other perspectives
    - respecting roles played by others
    - time management skills
    - honest, assertive and respectful communication
    - active listening
    - importance of compromise
    - maximising equitable opportunities to meet personal needs

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    - building confidence and competence in parenting skills
    - recognising the importance of the relationship between the partners and ensuring time to maintain this relationship
- sources for referral and ways in which these can be accessed
- own experience, biases, values and beliefs and their potential impact on ability to work effectively with various client groups.

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:
    - client information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU012 Facilitate couple processes in group work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to work with individuals and couples in a group setting to facilitate the relational/emotional system in couples in order to bring about positive change

This unit applies to practitioners who work in relationship education in the community services sector.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Facilitate couple interaction within the group environment	1.1 Provide a clear introduction which establishes norms, goals, intended outcomes and learning processes for couples 1.2 Create balance between opportunities for individual, couple and community participation, development and reflection 1.3 Use strategies appropriate to the stage of couples' relationship to promote couple discussion and decision-making 1.4 Respond promptly and appropriately to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual 1.5 Maintain an appropriate balance between stated program outcomes and the needs of each individual/couple 1.6 Encourage exploration and discussion by challenging individual and couple knowledge, skills and values in a sensitive way
2. Use tools to explore couple relationships	2.1 Use tools appropriate to the social, cultural and developmental stage of couples' relationship according to program requirements 2.2 Modify the use of the tools to accommodate individual couple needs, taking account of overall objectives 2.3 Provide opportunities for the couple to consolidate their learning and to plan for transfer learning into their everyday contexts
3. Respond to presenting issues	3.1 Respond to participants in a manner that is sensitive to severity of the presenting issue and specific needs of the client 3.2 Manage interactions in a manner that ensures maximum consideration for the safety of clients, colleagues, self and others according to organisational procedures and duty of care requirements 3.3 Manage interactions with, and responses to individuals and couples according to accepted practices of prevention and intervention 3.4 Assess information obtained from clients to establish priorities for action and document according to organisation procedures 3.5 Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU012 Facilitate couple processes in group work	CHCFAM413B Facilitate couple processes within group work	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM413B and CHCFAM414B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCEDU012 Facilitate couple processes in group work	CHCFAM414B Use tools for exploring relationships	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM413B/CHCFAM414B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCEDU012 Facilitate couple processes in group work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- engaged diverse couples in at least 3 different group processes and discussions
- used at least 2 different relationship education models or theories in couples work
- used the following interpersonal and facilitation skill in couple work:
    - listening
    - questioning
    - effective non-verbal communication
    - empathetic responding
    - paraphrasing
    - summarising
    - negotiation
    - techniques for maintaining group cohesion
    - conflict resolution
    - debriefing.

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 for working with couples in groups, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care

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    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations, including:
        - boundaries between education and counselling
        - legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
    - work health and safety
- principles and processes of strengths-based practice
- current, emerging and historical values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- potential needs of participants within the group, including:
    - validation of experiences
    - expression of emotions
    - development of self-awareness
    - development of greater awareness of others including appreciation and understanding of partners and other family members
    - development of communication and self-expression skills
    - opportunities to identify and recognise characteristics of successful relationships including
- family life-stage transitions and relationship life-cycles and stages – social, cultural and developmental:
    - courting/dating
    - cohabitating, engagement, marriage, remarriage
    - birth of first and subsequent child/children
    - ageing
    - death of parent/partner
    - retirement
    - caring issues
    - children growing up, leaving home
    - older children remaining at home
    - becoming grandparents
    - separation/divorce/repartnering
- issues potentially impacting on couples and their relationships including issues related to:

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    - addiction
    - cultural and linguistic diversity
    - gender
    - health, both physical and mental
    - spiritual/religious beliefs
    - education level and ability
    - socioeconomic status
    - political position
    - family issues, themes and legacies
- specific couple issues and their impacts:
    - sexuality, intimacy
    - trust, respect, love
    - affairs
    - separation
    - repartnering
    - issues affecting same sex couples
    - infertility
    - power and control within relationships
    - finances and financial and budgeting decisions
    - domestic and family violence and abuse
    - conflict
    - recognition and acceptance of difference
- tools for relationship work, how these are used in practice and their scope and limitations
- theories of change and relationship education models for working with clients
- nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- complex interpersonal interactions, power in relationships, abuse and conflict
- communication and interpersonal technique and how they are used in psycho-educational groups, including:
    - listening
    - questioning
    - effective non-verbal communication
    - empathetic responding

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    - paraphrasing
    - summarising
    - negotiation
    - conflict resolution
    - techniques for maintaining group cohesion
    - debriefing
- own values, beliefs and experiences which may impact on couples work practice
- referral protocols and referral sources for group members in need of additional services
- group skills and group dynamics
- adult education principles and practices.

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:
    - group member information
    - organisation policies and procedures
    - sources of information on relationship education models and theories
- modelling of industry operating conditions, including:
    - scenarios that involve groups comprising multiple couples.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCEDU013 Facilitate adult learning and development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to identify individual learning needs and develop a collaborative learning relationship in a one-on-one or small group context.

This unit applies to community service workers who support others with learning in any context. Work may be voluntary and undertaken under the supervision of more experienced specialist trainers and supervisors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Establish the learning relationship	1.1 Identify needs and goals for individual learning in collaboration with the learner and discuss with relevant colleagues 1.2 Identify individual's learning style, learner characteristics and abilities, and context for learning 1.3 Select activities, techniques and processes to facilitate individual learning and explain and discuss with the learner 1.4 Clarify and agree on boundaries and expectations of the learning relationship 1.5 Develop and document individualised learning plan, and discuss with learner 1.6 Seek feedback and assistance from colleagues or supervisors according to specific needs 1.7 Obtain organisation support for implementation according to the context for learning
2. Maintain and develop the learning relationship	2.1 Prepare for each meeting or session according to learning plan requirements 2.2 Grow the relationship and sustain active participation using effective communication and interpersonal skills 2.3 Use structured learning activities as planned to support and reinforce new learning, build on strengths and identify areas for further development 2.4 Use leadership and motivational skills to enable the learner to take responsibility for learning, practising ethical behaviour at all times 2.5 Observe learner cues and change approach where necessary to maintain momentum 2.6 Acknowledge, respect and value individual differences and clients with particular needs 2.7 Schedule regular meetings to monitor the effectiveness of the learning relationship
3. Close and evaluate the learning relationship	3.1 Recognise readiness for closure of individual learning relationship 3.2 Seek feedback from the learner on the outcomes achieved and the value of the relationship 3.3 Evaluate whether the learning relationship met agreed learning needs and goals 3.4 Reflect on own performance in managing the relationship, identify areas for improvement and discuss with supervisor

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	3.5 Document outcomes as required by the learning relationship and organisation procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU013 Facilitate adult learning and development	CHCCS427B Facilitate adult learning and development	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCEDU013 Facilitate adult learning and development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • worked collaboratively with at least 3 different people to support their learning and development using structured processes for identifying, and responding to individual learning needs
- • established and developed positive learning relationships using interpersonal and communication skills.

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, and how these are applied in organisations and individual practice
    - - codes of practice
    - - discrimination
    - - duty of care
    - - privacy, confidentiality and disclosure
    - - records management
    - - work role boundaries – responsibilities and limitations
    - - work health and safety
- • principles of person-centred practice
- • change processes, including:
    - - how people work through change
    - - behaviour associated with change

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- • needs and characteristics of individual learners and how they may be impacted by
    - - cultural background and needs
    - - employment status
    - - language, literacy and numeracy requirements
    - - length of time resident in Australia
    - - level of formal schooling in Australia or overseas
    - - level of maturity
    - - past learning experiences
    - - preferred learning styles
    - - specific physical or psychological needs
- • types of inclusions in an individualised learning plan
    - - contingency plans
    - - goals to be achieved
    - - logistics of the learning relationship
        - o period of relationship
        - o frequency of meetings and length of sessions
        - o location of meetings or contact
    - - structure of the learning relationship:
        - o activities to be undertaken
        - o monitoring processes
        - o tools and equipment needed
        - o shadowing
    - - WHS considerations
- • techniques to facilitate individual learning
- • different learning styles and their features, including
    - - activist
    - - auditory
    - - global and analytical
    - - kinaesthetic
    - - pragmatic
    - - reflective
    - - tactile
    - - theoretical
- • effects of verbal and non-verbal communication, such as

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    - - how to interpret behaviour
    - - how to model behaviour and values
- • learner cues
    - - evidence of frustration, distraction, stress
    - - evidence of problems or issues which may be personal or related to the individualised learning
    - - level of communication and interaction
    - - level of dependence or independence
    - - level of ease or difficulty in undertaking learning activities
    - - level of engagement or disengagement
    - - regular or irregular attendance
    - - stagnation in learning
- • how to create or adapt new learning activities as well as other learning options and referrals
- • types of structured learning activities and how they are used, including
    - - demonstrations and role plays
    - - direction, guidance and mutual discussion
    - - learning journal
    - - practice opportunities
    - - projects
    - - readings and research
    - - role modelling
    - - video and audio analysis
    - - written exercises
- • learning cycle, including
    - concrete experience
    - observation and reflection
    - concept formation
    - testing new learning
- • adult learning principles
- • learner cues that may reflect difficulties with individual learning relationships
- • sources and nature of external support services
- • signs of readiness for closure of learning relationship, including
    - level of independence in learning

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    - measure of improvement
    - readiness to maintain learning through other means or modes
    - self-assessment by the learner
    - severe or fixed blockages in the relationship
- • tools to evaluate learning outcomes and broader impacts of learning

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 learner information
- • modelling of industry operating conditions, including scenarios that involve interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM001 Operate in a family law environment

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to determine and respond to family law requirements, work collaboratively within the family law system, and contribute to improved work practices linked to family law.

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

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Determine and respond to family law requirements	1.1 Identify, access and interpret sources of information on family law and related areas 1.2 Evaluate own area of work and determine the scope of family law requirements for individual practice 1.3 Use and follow the systems, processes, documentation and reporting requirements of family law 1.4 Provide accurate and current information to clients about family law and available support options 1.5 Identify situations beyond own expertise and seek, or refer clients to, sources of specialist legal advice
2. Collaborate with others in the family law system	2.1 Identify and establish effective working relationships with colleagues in the family law system 2.2 Negotiate and liaise with other areas of the family law system according to specific client needs 2.3 Promote cooperation with other professionals and encourage clients to use other professional resources where appropriate
3. Contribute to workplace improvements	3.1 Pro-actively update and maintain currency of family law knowledge 3.2 Identify situations where work practices could be improved to meet family law responsibilities 3.3 Pro-actively share feedback with colleagues 3.4 Identify and take opportunities to contribute to the review and development of policies and protocols

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCFAM001 Operate in a family law environment	CHCFAM505B Operate in a family law environment	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCFAM001 Operate in a family law environment

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • correctly applied family law to at least 5 different client situations, that individually or cumulatively include needs relating to:
  - • domestic and family violence/safety
  - • finance
  - • property
  - • children
  - • relationship conflict
- • demonstrated effective use of the following in the context of family law:
  - • systems and process
  - • documentation
  - • reporting
  - • collaboration with others in the system
- • developed appropriate responses to at least 5 different legal or ethical dilemmas in the family law context
- • identified and analysed at least 3 work practices in terms of how they meet family law responsibilities and what improvements could be made.

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:

- • the different points at which services may be provided in the family law context, including:

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    - • prevention
    - • assessment
    - • intervention and support services
- • different client needs within the family law context, and how to respond, including to matters relating to:
    - • domestic and family violence/safety
    - • finance
    - • property
    - • children
    - • relationship conflict
- • systems and processes within the family law environment
- • Commonwealth family law legislation, how this is applied in organisations and in individual practice, including:
    - • Family Law Act 1975 – Part II (Family dispute resolution and confidentiality and inadmissibility provisions), Part IIIA (obligations re provision of certain information to clients), Part IIIB (Court may refer parties to family counselling, FDR and other family services), Part VII (Children – outlines section 60I requirements, mandatory reporting of child abuse requirements) and Part VIII (Property, spousal maintenance and maintenance agreements).
    - • Family Law Legislation Amendment (Superannuation) Act 2001 and Regulations – deals with splitting of superannuation benefits
    - • Family Law (Family Dispute Resolution Practitioners) Regulations 2008 – sets out accreditation requirements and obligations for FDRPs.
    - • Family Law Regulations 1984 – sets out amongst other things what prescribed information (about non-court based family services and court processes and services, reconciliation, Part VII proceedings) ‘advisors’ should be giving clients.
- • Commonwealth child support legislation, how this is applied in organisations and in individual practice, including:
    - • the Child Support (Assessment) Act 1989 and Regulations – set out the law about eligibility to receive, and liability to pay, child support and establishes the authority of the Child Support Agency)
    - • the Child Support (Registration and Collection) Act 1988 and Regulations – set out the law about registration requirements for paying maintenance of various types, including child support, and the means by which the Child Support Agency can enforce payment
- • Commonwealth Freedom of Information Act 1982 – subject to exceptions, gives a legal right of access to information held by Commonwealth agencies (departments and agencies).

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- • Commonwealth Privacy Act 1988 – regulates the handling of personal information about individuals, this includes the collection, use, storage and disclosure of personal information, and access to and correction of that information
- • Commonwealth – legislation about court rules and procedures:
    - • Federal Circuit Court of Australia Act 1999 – creates the Federal Circuit Court of Australia and was originally established to fast track some of the matters covered under the Family Law Act as well as other areas of federal law such as bankruptcy.
    - • Family Court Rules – provide the detail of the main aspects of practice, procedure and evidence in a case before the Family Court
    - • Family Court Regulations 1984 – set out the details for a range of matters including fees, parentage testing and overseas orders
    - • Federal Circuit Court Rules 2001 – set out the rules and forms that apply in the Federal Circuit Court
    - • Federal Court and Federal Circuit Court Regulations 2012 – deals with the fees in the Federal Circuit Court
- • state and territory legislation about family violence – the illegality of family violence and other specific forms of protection against it
- • state and territory de facto property legislation at an overview level
- • duty of care requirements when working with families in the family law system.
- • roles and responsibilities of different people working in the family law context and the nature of collaboration between them
- • where to seek expert clarification of family law
- • family dynamics in different cultures and how this may impact on provision of services
- • referral options and systems available to clients whose needs may best be met by other services or experts.

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:
    - current family law information
    - client information
- modelling of industry operating conditions, including:
    - scenarios that involve problem-solving.

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

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Link

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CHCFAM002 Work with a child-focused approach

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to use, support and evaluate child-focused approaches in service delivery in the context of family law. A key tenet of the family law system and associated service provision is acting and promoting the best interests of the child.

This unit applies to individuals working with families in complex situations. They would be working in accordance with established policies and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Make child needs central to service provision	1.1 Review client information to establish the context for the family and the child 1.2 Seek clarification and understanding of court orders to determine legal parameters of any service provision or interventions 1.3 Plan and document activities and interactions that are suited to individual child needs in collaboration with parents 1.4 Provide an environment, equipment and resources that supports safe interactions of child and parents 1.5 Recognise and respond to the needs of reluctant or non-participative children 1.6 Identify and report information according to legislative requirements
2. Support parents to maintain child focused approaches	2.1 Focus on children's issues as a matter of priority in interactions with parents 2.2 Ensure the child is at the centre of support and intervention plans 2.3 Select and use interpersonal skills that engage parents/carers and facilitate understanding of required behaviour 2.4 Recognise and manage parents' inappropriate attempts to exchange information 2.5 Recognise and manage inter parental disputes
3. Respond to situations requiring child inclusive process	3.1 Recognise situations when child inclusive process is required 3.2 Discuss with parents/carers the appropriateness and usefulness of engaging children 3.3 Communicate the role of child consultant to parents/carers and children, and the differences from own role 3.4 Obtain consent from children and adults to engage a child consultant 3.5 Engage the services of a child consultant to represent the needs, perceptions and attachments of children according to organisation procedures 3.6 Communicate with the child consultant about the child's best interests and methods of integrating child's need and views into own work processes

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4. Monitor and evaluate child-focused practice	4.1 Obtain and use feedback from parents/carers and children about the experiences of the service to inform improvements 4.2 Review practices and policies for their effectiveness in relation to child-focused practice 4.3 Identify and respond to the need for guidance and direction for colleagues

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM002 Work with a child-focused approach	CHCFAM503B Work with a child focused approach	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Merged CHCFAM503B/CHCFAM801B	Not equivalent
CHCFAM002 Work with a child-focused approach	CHCFAM801B Develop an understanding of child inclusive practice	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence	Not equivalent

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		requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Merged CHCFAM503B/CHCFAM801B	

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Assessment Requirements for CHCFAM002 Work with a child-focused approach

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • consistently applied the concepts and intention of working in the child's best interests as stated in the Family Law Act 1975 in the planning, provision and monitoring of services to at least 3 families with children experiencing conflict
- • responded appropriately to situations where:
    - • the child is vulnerable or at risk
    - • there is a requirement for child inclusive practice.

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 for child-focused practice, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights, including:
        - - child rights to protection
        - - active right to participate
        - - right to choose course of action and make decision at their level of ability in any planning processes
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management

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    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to child-focused practice, including:
        - - principles and practice standards for working within the child's best interests as stated in Family Law Act
        - - the key components of, and differences between, child-focused practice and child inclusive practice, and when they are used
        - - types of court orders that may influence the delivery of services
    - work role boundaries – responsibilities and limitations, including the separate role of child consultants and when this may be appropriate
    - work health and safety
- case management principles of assessment, planning, monitoring and review
- stages of child development and relevance to work with vulnerable children
- attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- importance of peer relationships for vulnerable and isolated children
- principles of empowerment and application of these to work practice
- types of issues that are important to children in situations involving family conflict
- equipment, activities and resources that support engagement with children
- indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems
- indicators, effects and dynamics on family relationships, and implications for children of:
    - conflict
    - family violence and abuse
    - substance use
    - mental illness
    - disability
    - separation and divorce
    - trauma
- parenting and family dynamics in different cultures
- service options for referral to relationship support and interventions services
- concepts of parent alienation in separation and divorce and their application to work
- effects of loss, grief and depression on children experiencing family conflict
- indicators of, and responses to, child anxiety including childhood resilience
- ways that parents may make inappropriate attempts to exchange information

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- strategies to manage inter parental disputes including:
    - ensuring safety of vulnerable clients
    - using assertiveness and negation skills
    - modelling
    - reinforcing the organisations policy on rights and responsibilities of both clients and workers
    - undertaking risk assessments for vulnerability
    - re-focusing attention on child's expressed wants and needs.

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:
    - - current family law information
    - - client information
    - - resources to support interactions with children
- • modelling of industry operating conditions, including:
    - - scenarios that involve complex interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM003 Support people to improve relationships

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to engage with diverse people to determine relationship issues and support relationship building using a strengths-based approach.

This unit applies to individuals working with individuals and families in community services work. It does not include formal relationship counselling. When combined with other units it may apply to group work.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Engage with people to determine interpersonal relationship needs	1.1 Source and review available information to inform communication 1.2 Identify the needs of people involved in the relationship and determine appropriate support and response options 1.3 Work collaboratively with people and assist them to identify positive elements of their interpersonal relationships and relationship systems 1.4 Assist people to identify their potential barriers to positive interpersonal relationships and relationship systems and understand key issues for change 1.5 Work with people to help them build a positive picture of the future 1.6 Document family relationship goals, plans and actions according to scope of service provision
2. Support relationship building	2.1 Model positive interactions and use of interpersonal skills with others 2.2 Assist clients to recognise the impact of both negative and positive emotions on relationships 2.3 Assist clients to identifies strengths and resources, both their own and those required from others 2.3 Provide feedback and positive affirmations to people in relationship building 2.4 Proactively identify client service needs and facilitate access according to organisation policy and procedures
3. Make referrals	3.1 Identify situations where client needs fall outside of scope of own work role and organisation service delivery 3.2 Make referrals that address client needs in accordance with organisation policy, procedures and requirements 3.3 Identify and communicate community resource options for relationship development

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

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM003 Support people to improve relationships	CHCCONS403C Support families to develop relationships	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Merged CHCFAM406B/CHCFAM515B/CHCCONS403C	Not equivalent
CHCFAM003 Support people to improve relationships	CHCFAM406B Engage and resource clients to improve their interpersonal relationships	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Merged CHCFAM406B/CHCFAM515B/CHCCONS403C	Not equivalent
CHCFAM003 Support people to improve relationships	CHCFAM515B Work holistically with families	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Merged CHCFAM406B/CHCFAM515B/CHCCONS403C	Not equivalent

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Assessment Requirements for CHCFAM003 Support people to improve relationships

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • engaged with, and supported at least 5 different individuals or family groups to improve their interpersonal relationships using strengths-based approaches, including:
    - • couples
    - • families with children
    - • people from different cultures
    - • people from different socio-economic backgrounds
    - • people with different educational levels
- • addressed all of the following issues:
    - • individual/personal issues
    - • health and lifestyle challenges
    - • couple issues
    - • family relationship issues.

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 workers in community services roles, and how these are applied in organisations and individual practice:
    - • children in the workplace
    - • codes of conduct
    - • duty of care

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    - • human rights
    - • mandatory reporting
    - • privacy, confidentiality and disclosure
    - • records management
    - • rights and responsibilities of workers and employers
    - • work role boundaries – responsibilities and limitations
    - • work health and safety
- • principles of strengths-based practice and their application in working with clients, including:
    - • how change occurs when using strengths-based approaches and potential constraints to these changes
    - • tools for strengths-based practice
- • factors that impact different people and their interpersonal relationships, and the related elements that contribute to healthy, effective and lasting relationships, including:
    - individual/personal issues, including:
        - - work/life balance
        - - disability
        - - beliefs, values, experiences, self-esteem
        - - grief and loss
        - - aloneness and isolation
        - - ageing
    - health and lifestyle, including:
        - - alcohol and other drugs dependencies
        - - gambling
        - - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post -traumatic stress disorder
        - - illness (acute or chronic)
        - - trauma
    - couple issues, including:
        - - sexuality, intimacy, trust, respect, love
        - - affairs
        - - separation,
        - - repartnering
        - - same sex couples

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        - - infertility
        - - power and control within relationships
        - - domestic and family violence and abuse
        - - conflict
        - - finances and financial and budgeting decisions
        - - recognition and acceptance of difference
    - family issues and themes and legacies, including:
        - - domestic and family violence
        - - parenting and transitions from partners to parents
        - - attachment
        - - breast feeding and early parenting
        - - developmental delays in children
        - - roles of father and mothers in children's lives
        - - step-parenting and blended families
        - - influences of extended family and friends
        - - parenting in same sex relationships
    - diversity (either within the family or between the family and wider community) as a result of:
        - - culture
        - - religion
        - - gender
        - - language
        - - education levels
- • local support services available to clients needing external information, support or interventions.

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:
    - - client information
    - - organisation policies and procedures
- • modelling of industry operating conditions, including:
    - - scenarios that involve interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM004 Facilitate changeovers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge to facilitate changeovers that may be either voluntary (initiated by the family) or involuntary (result of court order).

This unit applies to children's contact services workers operating according the requirement of the *Family Law Act 1975.*

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Establish the changeover arrangements	1.1 Review client information and the status of relationships in preparation for changeover

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	1.2 Use interpersonal skills to establish rapport and trust with children and parents to gain their confidence 1.3 Explain the changeover process to all parties including children, resident and non resident parent 1.4 Approach both parents with neutrality without compromising effective communication and rapport building 1.5 Observe child and parent risk factors and assess for substance use and/or safety concerns 1.6 Create a safe conducive environment in which changeover is to occur 1.7 Listen to and acknowledge parents feelings and concerns about facilitated changeover and contact 1.8 Identify any health issues or significant concerns to be monitored
2. Monitor the changeover process	2.1 Follow organisation policies and procedures to ensure the environment is contextually appropriate, safe, secure and supportive for client and workers during changeover 2.2 Assist the child and/or young person to move from one parent to another for contact to occur 2.3 Respond to early and late parents according to organisation policy and procedures 2.4 Manage and respond to conflict or inappropriate behaviours to ensure the safety of child and/or young person, parents and colleagues 2.5 Maintain confidentiality of parents as required by organisation privacy policy 2.6 Model cooperation, positive parental behaviour and cultural sensitivity 2.7 Facilitate parent child interaction at changeover 2.8 Relieve the parent of the child at the arranged time 2.9 Manage and respond appropriately to child refusal according to organisations policies and procedures
3. Assess the effectiveness of changeover	3.1 Ensure debriefing is provided to the child and/or young person and parents according to organisation procedures 3.2 Respond to any incidents or concerns as a result of the facilitated changeover according to organisation policy 3.3 Complete documentation requirements according to organisation policy

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	3.4 Seek supervisor support according to organisation policy 3.5 Inform relevant persons or authorities of any safety concerns 3.6 Refer parents to other support systems when appropriate 3.7 Inform senior staff of concerns about the continued appropriateness of facilitated changeover according to emotional and physical safety of the child

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM004 Facilitate changeovers	CHCCONS401C Facilitate changeover	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCFAM004 Facilitate changeovers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • followed all required processes to facilitate at least 5 changeovers for different clients presenting with varied circumstances, including situations where there are:
  - • involuntary or resistant children
  - • inter parental abuse and conflict
  - • parents with mental health or alcohol and other drugs issues
- • communicated effectively with vulnerable or hostile parents and children in crisis using the following interpersonal skills:
  - • listening and understanding
  - • speaking clearly and directly
  - • rapport building
  - • negotiating responsively
  - • persuading effectively
  - • being appropriately assertive
  - • empathising
  - • using age appropriate language
  - • using neutral language
- • completed both case notes and incident reports, showing effective use of:
  - • objective observational skills
  - • clear written communication.

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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 workers in children's contact services, and how these are applied in organisations and individual practice:
- • codes of conduct
    - • discrimination
    - • duty of care
    - • human rights
    - • mandatory reporting
    - • privacy, confidentiality and disclosure and limitation in children's contact services work
    - • records management and reporting
    - • rights and responsibilities of workers and employers
    - • specific legislation that impacts the changeover process in children's contact services work, including:
        - o child protection legislation
        - o family law
        - o domestic and family violence laws
    - • work role boundaries – responsibilities and limitations
    - • work health and safety, including risk management
- the changeover process, and its components, including:
    - • client rights and responsibilities
    - • expectations on behaviour
    - • limitations of the changeover process
    - • communication strategies related to late arrival, non-attendance, review of the process, concerns and complaints
    - • clarification of client's expectations of the changeover service
    - • provision of written and other forms of information to meet specific communication need of clients
- • risk factors for child and parents including:
    - • parents presenting under the influence of substances
    - • parents with unmanaged mental health issues
    - • displays of volatile behaviour

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    - • aggressive physical and verbal behaviour
    - • unmanaged physical and mental illness
    - • indicators of violence or family abuse
    - • child protection concerns
    - • social, geographical and emotional isolation of family members
    - • financial difficulty
- components of what constitutes a safe changeover environment including:
    - • ensuring parents do not interact during changeover
    - • monitoring and observing behaviour of all parties at points of handover
    - • ensuring parents are aware of the limitations of the organisation and expected client behaviour
    - • confidently activating incident response when needed
    - • commitment to child safety measures in all aspects of work practices
    - • ensuring the physical environment of the changeover site is free from hazards and potential risk for clients
- • communication techniques and their appropriateness in different situations, including:
    - • listening and understanding
    - • speaking clearly and directly
    - • rapport building
    - • negotiating responsively
    - • persuading effectively
    - • being appropriately assertive
    - • empathising
    - • using age appropriate language
    - • using neutral language
- • factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- • family systems and how this is relevant to the role of contact worker in the changeover and contact process
- • child developmental norms at different ages and stages
- • separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents

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- • factors that may impact both children and parents behaviour at changeover, including:
    - • impact of high conflict in post separation involving children
    - • reactions of children experiencing re victimisation and who are affected by trauma
    - • how the observer role can influence the interaction and behaviour of others
- • emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- • case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- • local support services available to clients needing external information, support or interventions.

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:
    - - client information
    - - family law information
    - - organisation policies and procedures
- • modelling of industry operating conditions, including:
    - - scenarios that involve interactions with other people, including children
    - - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM005 Facilitate and monitor contact

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to facilitate and monitor the contact between the child/children and the non-resident parent in situations where the facilitated contact may be either voluntary (initiated by the family) or involuntary (result of court order).

This unit applies to children's contact services workers operating according the requirements of the *Family Law Act 1975.*

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Establish and commence the contact visit	1.1 Clarify contact or court orders with supervisor before contact occurs

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	1.2 Establish rapport with parents and child/young person and parents at commencement of contact visit 1.3 Reinforce parameters of facilitated contact with parents including reporting processes 1.4 Conduct risk assessment with both parties on commencement of contact visit 1.5 Use negotiation skills to seek agreement from both parties to establish a plan for facilitated contact 1.6 Plan, in consultation with parents and child/young person, for the facilitated contact to occur with age appropriate activities
2. Monitor contact between child/young person and non resident parent	2.1 Monitor behaviours and safety of the child/young person with minimal intervention during contact with non resident parents 2.2 Manage any challenging behaviour of both parents and child/young person 2.3 Intervene in contact between child/young person and parent where appropriate 2.4 Seek support of peers or senior staff as needed 2.5 Communicate effectively with parents and children in a consistent and culturally appropriate way to model respectful parenting and relationships 2.6 Direct the contact and keep interaction flowing between parent, child and/or young person 2.7 Respond to complaints from either party according to organisation policy 2.8 Refer family or individuals to other services according to organisation policy and assessed client needs 2.9 Terminate contact when necessary in line with organisation procedures and report actions to immediate supervisor
3. Document information about facilitated contact	3.1 Prepare reports according to organisation policy 3.2 Create files and write case notes according to organisation policy 3.3 Complete incident reports when required 3.4 Revise arrangements for facilitated contact 3.5 Demonstrate confidentiality and privacy policy of the organisation in when recording and managing client information

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4. Participate in strategies to improve services for families	4.1 Attend regular staff meetings and debriefing sessions with peers 4.2 Participate in regular professional development to ensure procedures reflect legislative and industry requirements 4.3 Consult on all difficult operations with senior staff according to organisation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM005 Facilitate and monitor contact	CHCCONS402C Facilitate and monitor contact	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCFAM005 Facilitate and monitor contact

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • followed all required processes to facilitate and monitor at least 5 contact sessions for different clients presenting with varied circumstances, including situations where there are:
  - • involuntary or resistant children
  - • challenging adult behaviours
  - • parents with mental health or alcohol and other drugs issues
- • communicated effectively with vulnerable or hostile parents and children in crisis using the following interpersonal skills:
  - • listening and understanding
  - • speaking clearly and directly
  - • rapport building
  - • negotiating responsively
  - • persuading effectively
  - • being appropriately assertive
  - • empathising
  - • using age appropriate language
  - • using neutral language.

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:

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- • legal and ethical considerations (national and state/territory) for workers in children's contact services , and how these are applied in organisations and individual practice:
    - • codes of conduct
    - • discrimination
    - • duty of care
    - • human rights
    - • mandatory reporting
    - • privacy, confidentiality and disclosure and limitation in children's contact services work
    - • records management and reporting
    - • rights and responsibilities of workers and employers
    - • specific legislation that impacts contact monitoring in children's contact services work, including
        - o child protection legislation
        - o family law
        - o domestic and family violence laws
    - • types of orders that may be in place and how to work within them
    - • work role boundaries – responsibilities and limitations
    - • work health and safety, including risk management
- • communication techniques and their appropriateness in different situations, including:
    - • listening and understanding
    - • speaking clearly and directly
    - • rapport building
    - • negotiating responsively
    - • persuading effectively
    - • being appropriately assertive
    - • empathising
    - • using age appropriate language
    - • using neutral language
- • factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- • family systems and how this is relevant to the role of contact worker in the contact process
- • child developmental norms at different ages and stages

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- • separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the contact process, particularly observing child's emotional reaction and interactions with carers/parents
- • factors that may impact both children and parents behaviour in contact visits
- • impact of high conflict in post separation involving children
    - • reactions of children experiencing re victimisation and who are affected by trauma
    - • how the observer role can influence the interaction and behaviour of others
- • emergency response procedures in situations of critical incidents eventuating from a breakdown in the contact
- • case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- • local support services available to clients needing external information, support or interventions
- • potential reasons to terminate contact including:
    - • safety concerns for child and/or adult
    - • actual incident of breach of agreed standards
    - • parent self selects to terminate
    - • child distress
    - • issues of a legal nature arise
    - • senior worker determines it appropriate or necessary to terminate the contact.

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:
    - - client information
    - - family law information
    - - organisation policies and procedures
    - - venue for contact visit
- • modelling of industry operating conditions, including:
    - - scenarios that involve interactions with other people, including children
    - - scenarios that involve problem-solving.

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

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Link

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CHCFAM006 Assist families to self-manage contact

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess client suitability for self-managed contact, and then to plan and monitor the transition.

This unit applies to children's contact services workers operating according the requirements of the *Family Law Act 1975.*

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess suitability for self- managed contact	1.1 Review information in existing court orders to determine client context and potential for self-managed contact

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	1.2 Explain options for community support outside of the children's contact service to parents 1.3 Respectfully engage parents in the planning process for self-managed contact to occur
2. Plan with parents to establish self-managed contact	2.1 Help parents to identify issues and barriers to self-managed contact 2.2 Collaboratively develop and document a case plan to assist the family achieve self-managed contact without the support of the contact service according to organisation policy 2.3 Ensure the self-managed contact arrangements are agreed to by both parents and are considered to be in the best interest of the child 2.4 Model time management and planning skills to parents seeking self-managed contact 2.5 Model parenting skills and appropriate child behaviour management 2.6 Use negotiation skills to assist parents to reach agreement about self-managed contact 2.7 Ensure that plans for self-managed contact are in accordance with court orders
3. Monitor and review transition plan	3.1 Review the transition into self-management plan regularly 3.2 Revise and document the plan as determined by family and/or worker assessment of new or existing information 3.3 Maintain a child-focussed approach in transition planning 3.4 Encourage parents to remain child-focused and act in the best interests of the child in all aspects of transition 3.5 Follow revised plans to assist families achieve self-managed contact

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM006 Assist families to self-manage contact	CHCCONS504C Assist families to self manage contact	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCFAM006 Assist families to self-manage contact

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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 and documented at least 3 plans for transition to self-managed contact for different families presenting with varied circumstances and subject to different types of court orders.

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 workers in children's contact services, and how these are applied in organisations and individual practice:
    - • codes of conduct
    - • discrimination
    - • duty of care
    - • human rights
    - • mandatory reporting
    - • privacy, confidentiality and disclosure and limitation in children's contact services work
    - • records management and reporting
    - • rights and responsibilities of workers and employers
    - • specific legislation that impacts children's contact services work, including:
        - o child protection legislation

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        - o family law, including the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals
        - o domestic and family violence laws
    - o • work role boundaries – responsibilities and limitations
    - o • work health and safety, including risk management
- • factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- • family systems and how this is relevant to the role of contact worker
- • separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker, particularly observing child's emotional reaction and interactions with carers/parents
- • factors that may impact both children and parents behaviour, including:
    - o • impact of high conflict in post separation involving children
    - o • reactions of children experiencing re victimisation and who are affected by trauma
    - o • how the observer role can influence the interaction and behaviour of others
- • transition planning techniques and formats.

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:
    - o - client information, including court orders
    - o - family law information
    - o - organisation policies and procedures
- • modelling of industry operating conditions, including:
    - o - scenarios that involve interactions with other people
    - o - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM007 Assist clients to develop parenting arrangements

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess parenting practice, then work with parents to prepare and monitor parenting plans and arrangements.

This unit applies to practitioners working in complex post-separation contexts according to the requirements of the *Family Law Act 1975.*

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess current parenting practices	1.1 Analyse client information and identify areas for parents to address in the development of parenting arrangements

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	1.2 Conduct risk assessment for the protection and safety of all parties according to organisation procedures 1.3 Recognise areas of significant distress or disorder and make referrals according to individual needs 1.4 Integrate family of origin issues and kinship dynamics into assessment 1.5 Use communication skills to manage overt conflict and open hostility between parties to support successful negotiation 1.6 Analyse the broader needs of the family to ensure expectations of parenting arrangements are realistic and achievable 1.7 Proactively engage in self-reflection and take steps to ensure own values do not impact on decision-making
2. Assist clients to agree on outcomes for parenting arrangements	2.1 Clearly explain the requirements and processes under the Family Law Act for the preparation of parenting arrangements 2.2 Inform clients of their rights and responsibilities in relation to establishing parenting arrangements 2.3 Encourage parents to consider the expressed needs of the child and/or young person when developing parenting arrangements 2.4 Establish and implement systems that will monitor and review parenting arrangements 2.5 Prepare parenting arrangements within the framework of child focused practice
3. Monitor parenting arrangements	3.1 Set review timeframes for established parenting arrangements in collaboration with all parties 3.2 Assist clients to review arrangements regularly and to negotiate modifications or new arrangements based on experience and effectiveness of current arrangements 3.3 Identify and manage any issues that may arise as a result of revised parenting arrangements 3.4 Reflect on and use learning from individual client situations to inform practice improvements

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM007 Assist clients to develop parenting arrangements	CHCFAM806B Assist clients to develop parenting arrangements	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCFAM007 Assist clients to develop parenting arrangements

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • adhered to legal requirements for both process and outcome to assist at least 3 families with different circumstances to develop parenting arrangements that:
  - • comprise a documented risk assessment
  - • are in the best interests of the child
  - • consider the complexities of relationships both in and out of the immediate family environment
  - • include development and documentation of risk assessment
  - • set in place monitoring requirements
- • used the principles and practices of all of the following in working with parents and children:
  - • client-centred practice
  - • child-friendly communication
  - • conciliation
  - • negotiation
  - • mediation.

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 for the development of parenting arrangements, and how these are applied in organisations and individual practice:
  - • children in the workplace and child-focused practice
  - • codes of conduct

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- o • discrimination
- o • duty of care
- o • human rights
- o • informed consent
- o • mandatory reporting
- o • practitioner/client boundaries
- o • privacy, confidentiality and disclosure
- o • records management
- o • rights and responsibilities of workers, employers and clients
- o • specific legislative frameworks that apply to parenting arrangements in a family law context, including:
  - - provisions for children and property in the Family Law Act 1975, Child Support (Assessment) Act 1989 and how these are developed into accepted parenting plans
  - - basic legal concepts and the law relevant to parenting issues being discussed, and knowledge of when and how to seek expert legal advice related to:
  - - separation and divorce
  - - asset division
  - - maintenance
  - - residence and contact
  - - breaches of law and major trends in case law relating to the issues referred to above
- o • work role boundaries – responsibilities and limitations for those without legal qualifications
- o • work health and safety

- • principles and practices of:
  - o • client-centred practice
  - o • conciliation
  - o • negotiation
  - o • mediation
- • age appropriate methods of relating to and eliciting perceptions, information and responses from children
- • sources of power imbalances in relationships and an ability to recognise and respond appropriately to the indicators of such imbalances in their clients

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- • the nature of domestic violence, how to screen for indicators of family violence and its effects, power and gender issues, child abuse and associated criminal issues which may be present and impact on parenting arrangements
- • issues that may impact on separated parents and children in high conflict relationships attempting to establish parenting arrangements, and the use of child focused techniques to address and minimise these impacts including those relating to:
    - • abuse
    - • alcohol and other drugs
    - • alienation/isolation
    - • disability
    - • grief and loss
    - • intergeneration issues
    - • mental health
    - • poverty/socioeconomic influences
    - • unresolved conflict
    - • violence
- • own family of origin and importance of self awareness when working with separating and high conflict families
- • dynamics of wider kinship networks and their importance in development of parenting arrangements
- • key concepts and principles of each of the following theories and how these apply to the process of assisting clients to develop parenting arrangements:
    - • attachment
    - • family systems
    - • human development
- • family, couple and child dynamics in normal developmental and abnormal form.

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:
    - • client information
    - • family law information
    - • organisation policies and procedures
- • modelling of industry operating conditions, including:

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- • scenarios that involve complex interactions with other people, including children
- • scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM008 Work within a child inclusive framework

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to gather and analyse information about the child, engage the child in assessment interviews, and formulate and communicate the child's perspective. It goes beyond child-focused practice to include direct and comprehensive interactions with the child

This unit applies to child consultants working in highly complex situations in the context of family relationship work and family law.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Engage with parents to gather developmental history	1.1 Analyse existing information about the context for the child inclusive process and consult with professional colleagues 1.2 Engage parents/carers in establishing trust and confidence in the child consultant's role using communication and facilitation skills 1.3 Take and document an appropriate history about the child in relation to the presenting concern
2. Engage children and young people in assessment interviews	2.1 Use verbal, non-verbal and projective interview methods to gain an understanding of child needs and views 2.2 Explain role and boundaries of self as child consultant role to children 2.3 Explain and familiarise children with organisation processes that affect them directly
3. Formulate the child's material into a working knowledge of their needs and experiences	3.1 Analyse information and reach substantiated clinical understanding of the child's experience of conflict and separation issues, weighed by their developmental level and other salient factors in the case 3.2 Formulate content and process material from the child, including documentation requirements as required by the organisation 3.3 Consider how best to communicate findings to the parents or adult parties responsible for the child
4. Communicate needs, rights and interests of children and young people as expressed by them	4.1 Engage significant others and assess their ability to accept child/young person opinions, views and concerns 4.2 Communicate children's and young peoples opinions, views and concerns, using their own words and expressed efforts 4.3 Facilitate communication between children and/or young people and significant adults as appropriate 4.4 Provide timely and sensitive feedback to significant adults 4.5 Model to significant adults appropriate inclusion of children and young people needs and views in planning and decision-making
5. Ensure safety of children and young people in participation process	5.1 Explain own and organisation actions for ensuring safety and minimising risk to children and young people

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	5.2 Undertake risk and safety management of children and young people according to organisation procedures 5.3 Seek feedback about safety issues from children and young people 5.4 Debrief children and young people after incidents according to organisation procedures 5.5 Implement support systems for children and young people that support emotional and physical safety 5.6 Create and maintain a child and young person friendly environment 5.7 Identify and monitor family relationship dynamics and issues

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM008 Work within a child inclusive framework	CHCFAM802B Work within a child inclusive framework	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements Significant change to knowledge evidence Pre-requisite remove	

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Assessment Requirements for CHCFAM008 Work within a child inclusive framework

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • worked in the child consultant role with at least 5 different children impacted by parental separation, conflict or divorce to ascertain and address their needs including working with:
  - • abnormal developmental process and psychopathology
  - • situations involving domestic and family violence
  - • situations involving abuse of the child
- • engaged children using effective:
  - • age appropriate language and interview techniques
  - • non-verbal communication
  - • case notes recording
  - • empathy and rapport building
  - • observation
  - • active listening
  - • verbal and non-verbal and projective interview methods
- • applied critical thinking and content management skills including:
  - • obtaining, identifying, analysing, prioritising and evaluating information
  - • assessing issues and options and reasoning logically
  - • reading, comprehending and using relevant documentation
  - • writing clearly and concisely using neutral language
- • used the following skills with parents/carers
  - • conflict resolution
  - • negotiation.

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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 child inclusive practice, and how these are applied in organisations and individual practice:
    - • codes of conduct
    - • discrimination
    - • duty of care
    - • human rights
    - • mandatory reporting
    - • privacy, confidentiality and disclosure and limitation in child inclusive practice
    - • records management and reporting
    - • rights and responsibilities of workers and employers
    - • specific legislation that impacts child inclusive practice, including:
        - o child protection legislation
        - o family law, including the intentions of the Shared Parenting provisions of the Family Law Act 1975 and practices that will support families to achieve these goals
        - o domestic and family violence laws
    - • work role boundaries – responsibilities and limitations
    - • work health and safety, including risk management
- • principles and practice standards for working within the child's best interests
- • differences between child-focused practice and child centred practice
- • child inclusive/centred practice strategies
- • impacts of family separation and attachment distress, and how to identify them through observation
- • developmental sequelae of separation and conflict
- • child development (social, physical, cognitive and emotional) and lifespan development, including:
    - • attachment theory
    - • developmental models
    - • family systems theory
    - • psycho-emotional development
    - • child psychopathology

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    - • inner world of the child and its expression through play and behaviour
    - • theories on the vulnerability and resilience of children in high level parental conflict contexts
- • importance of peer relationships for children
- • communication models working with and engaging children
- • indicators of, child physical and emotional responses to, and implications of:
    - • abuse and neglect
    - • blended families
    - • alcohol and other drugs
    - • disability
    - • domestic and family violence
    - • hostility and aggression
    - • grief and loss
    - • mental illness
    - • parental conflict and separation
    - • social isolation
    - • trauma
- • parenting and family dynamics in different cultures
- • case management processes
- • child rights to protection, active right to participate, to choose course of action and make decision at their level of ability
- • service options for referral.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- • use of suitable facilities, equipment and resources, including:
    - - client information
    - - family law information
    - - organisation policies and procedures
- • modelling of industry operating conditions, including:
    - - scenarios that involve complex interactions with children
    - - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM009 Facilitate family intervention strategies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess the needs of families at a community level, support the delivery of appropriate services and monitor their effectiveness.

This unit applies to individuals working in family intervention and support roles. They contribute to the development of policies and procedure at an organisational level.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess needs of families in the community	1.1 Identify and reflect on social and cultural perspectives in the community and their impact on the assessment process

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	1.2 Identify and use assessment tools to obtain information about the needs of families within a specific community 1.3 Ensure assessment processes respond to the social and cultural diversity within the community 1.4 Apply the family law framework as an integrated part of family services provision 1.5 Identify and collaborate with networks to inform assessment of family needs in the community
2. Facilitate delivery of family inclusive services	2.1 Use research to inform response to community needs for early family intervention 2.2 Contribute to the development and documentation of policies and procedures for family intervention and support based on research and collaboration with others 2.3 Ensure the process of service delivery aims to increase active and positive participation of families in the community and is strengths-based 2.4 Integrate support for educational services to facilitate sound parenting practices and other family skills 2.5 Determine and document how service provision will be evaluated
3. Review and monitor practice	3.1 Use agreed mechanisms to monitor approaches to family support service delivery and programs 3.2 Use reflection and collaboration to assess potential changes 3.3 Adjust programs and procedures to incorporate changes in collaboration with colleagues

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM009 Facilitate family intervention strategies	CHCCS404B Facilitate family intervention strategies	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCFAM009 Facilitate family intervention strategies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • assessed the needs of families in at least 1 community
- • used research and collaboration to contribute to the development, documentation and review of policies and procedures for family intervention and support in that community, that include strategies to support the following:
    - • behaviour change
    - • crisis intervention
    - • healthy relationships
    - • improved health and lifestyle
    - • improved parenting skills
    - • community capacity building
    - • community participation
    - • education initiatives.

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 family intervention, and how these are applied in organisations and individual practice:
    - • discrimination
    - • duty of care
    - • human rights
    - • mandatory reporting

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- o • privacy, confidentiality and disclosure, including limitations
- o • records management and reporting
- o • specific legislation that impacts policies and procedures for family intervention, including the main features of:
  - o child protection legislation
  - o family law
  - o domestic and family violence laws
- o • work health and safety, including risk management, safety planning and crisis/emergency procedures

- • community factors that impact approaches to family intervention, and how these need to be recognised:
  - o • cultural and linguistic diversity, including Aboriginal and/or Torres Strait Islander perspectives
  - o • physical environment
  - o • socio-economic considerations
  - o • prevalence of issues and their impact in the community, including:
    - o alcohol and other drugs
    - o child abuse
    - o domestic and family violence
    - o homelessness
    - o imprisonment
    - o mental health
    - o parenting difficulties
    - o problem gambling
    - o stress
- • types of research and information used to support the development of approaches to family intervention
- • key features of current and emerging models of family intervention theory and practice and how they may be adapted to meet specific community needs, including:
  - o • assessment tools and processes
  - o • strategies to support:
    - o behaviour change
    - o crisis intervention
    - o healthy relationships
    - o health and lifestyle

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        - o parenting skills
        - o community capacity building
        - o community participation
        - o education initiatives
    - • evaluation processes
- • networks and referral sources that support family intervention

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:
    - - community information
    - - sources of information on family intervention theory and practice
- • modelling of industry operating conditions, including:
    - - scenarios that involve problem-solving and collaboration with others.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFAM010 Provide intervention support to families

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to work collaboratively with individual families to identify issues that require early intervention for reducing risk and to assist them develop the capacity for increased effectiveness as a family unit.

This unit applies to individuals working in family intervention and support roles under the general guidance of more senior professional colleagues.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

ELEMENT *Elements define the essential outcomes*	**PERFORMANCE CRITERIA** *Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Structure access and interaction with the family	1.1 Review client information and establish context for potential intervention

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	1.2 Establish rapport and work collaboratively with the family to negotiate access to individuals and the family unit 1.3 Model respectful communication and show respect for all family members 1.4 Identify and respond promptly to situations where safety to family members or self exists 1.5 Structure interaction to provide opportunities for family members to participate in decision-making
2. Identify constraints/barriers to family effectiveness	2.1 Observe and discuss family interactions and interactions within the community 2.2 Use communication skills to explore current sources of difficulty or stress and how these are managed with the family 2.3 Review information gathered and the potential options for action 2.4 Seek professional opinions from relevant stakeholders when analysing presenting issues 2.5 Document information according to organisation requirements
3. Identify options with family members	3.1 Identify and agreed key areas where changes are required in collaboration with family members 3.2 Develop a plan of action with the family to implement agreed options for change 3.3 Explore with the family factors that could influence their preference and ability to achieve a course of action/change 3.4 Discuss and document agreed actions for change and confirm with supervising professionals
4. Support agreed actions	4.1 Identify resources to assist the family, and support access 4.2 Brief professional support on family's issues and options within case management framework 4.3 Refer the family/individual family member to professionals who will participate in implementing the action plan 4.4 Provide ongoing support in areas that are within scope of own job role

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	4.5 Review progress of any intervention within the case management framework and adjust approaches as required in collaboration with others

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFAM010 Provide intervention support to families	CHCRF402B Provide intervention support to children and families	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency Significant change to knowledge evidence	Not equivalent

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Assessment Requirements for CHCFAM010 Provide intervention support to families

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- • worked collaboratively under professional supervision with at least 3 clients/significant others who individually or cumulatively need support in relation to:
  - • alcohol and other drugs
  - • child abuse
  - • conflict management
  - • domestic and family violence
  - • household management challenges
  - • mental health
  - • parenting difficulties
  - • problem gambling
  - • stress
- • followed organisation and case management protocols for:
  - • negotiating access to family members
  - • assuring family safety
  - • collaboration with the family/family members
  - • action planning
  - • review
- • communicated effectively with families using the following interpersonal skills:
  - • active listening and questioning
  - • speaking clearly and directly
  - • rapport building

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- o • negotiating responsively
- o • persuading effectively
- o • being appropriately assertive
- o • empathising
- o • using neutral language.
-

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 workers in family intervention, and how these are applied in organisations and individual practice:
  - o • codes of conduct
  - o • discrimination
  - o • duty of care
  - o • human rights
  - o • mandatory reporting
  - o • privacy, confidentiality and disclosure and limitations
  - o • records management and reporting
  - o • rights and responsibilities of workers and employers
  - o • specific legislation that impacts policies and procedures for family intervention, including the main features of:
    - o child protection legislation
    - o family law
    - o domestic and family violence laws
  - o • work role boundaries – responsibilities and limitations, including role of support worker and professional staff
  - o • work health and safety, including risk management, safety planning and crisis/emergency procedures
- indicators of the following issues, and how to respond within scope of own job role, and the types of strategies and interventions used, including for:
  - o • alcohol and other drugs
  - o • child abuse
  - o • conflict management

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    - • domestic and family violence
    - • household management challenges
    - • mental health
    - • parenting difficulties
    - • problem gambling
    - • stress
- models of family intervention theory and practice including family structures and dynamics
- behaviour change models/practices and options to support behaviour change
- case management processes
- communication techniques and their appropriateness in different situations, including:
    - • active listening and questioning
    - • speaking clearly and directly
    - • rapport building
    - • negotiating responsively
    - • persuading effectively
    - • being appropriately assertive
    - • empathising
    - • using neutral language
- services available and referral resources.

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:
    - - client information
    - - organisation policies and procedures
- • modelling of industry operating conditions, including:
    - - scenarios that involve complex interactions with other people.

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

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CHCFCS001 Facilitate the family counselling process

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to determine and apply appropriate therapeutic approaches through the application of the counselling process.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess presenting problems and problematic family relationships	1.1 Identify the problems from each person's perspective and understand the significance each person gives to them

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	1.2 Identify family relationship patterns and themes and articulate these accurately and empathically 1.3 Assess onset of presenting problems and relationship difficulties 1.4 Identify individual behaviours and communication transactions that contribute to conflict 1.5 Develop theoretically sound hypotheses to explain the presenting problems 1.6 Identify situations beyond scope of own practice and make referrals
2. Develop counselling agenda and case plan	2.1 Determine the counselling approach best suited to client needs 2.2 Work with the client to develop and document a case plan that articulates the proposed interventions to reach agreed objectives 2.3 Develop systemic interventions that help clients and their relational systems 2.4 Complete case documentation according to practice setting policies, professional standards and legislative obligations
3. Implement counselling interventions	3.1 Use hypotheses to generate relevant questions 3.2 Build positive respectful working alliances with and between presenting family members 3.3 Monitor the strength of alliances within the family group and use established strategies for repairing strained alliances 3.4 Track positive and negative behavioural sequences within the family dynamic to increase family members' understanding and control of interactions 3.5 Explore behaviours, meaning and relationships using circular questioning to develop shared understanding 3.6 Devise behavioural change strategies acceptable to family members 3.7 Monitor client motivation and use motivational interviewing techniques to increase motivation for change
4. Review and adapt interventions	4.1 Monitor interventions for cultural and contextual relevance, and congruence with counselling goals

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	4.2 Maintain awareness of own values and personal issues, prejudices and attitudes and behaviour for their potential influence on counselling practice 4.3 Regularly assess the effectiveness of interventions using peer support processes and reflection and use learnings to inform future practice 4.4 Make appropriate referrals of clients that one cannot work with appropriately or effectively

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFCS001 Facilitate the family counselling process	CHCFCS801B Apply theory and practice of counselling approaches	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCFCS001 Facilitate the family counselling process

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 50 hours of client work in a family counselling service
- worked collaboratively with clients and provided counselling to at least 3 different family groups, including all of the following:
    - couples
    - family counselling
    - children/young people
- used specialised counselling communication skills
- used theory and process of counselling and case work consistent with legal and ethical requirements to:
    - assess presenting issues
    - develop goals
    - develop and document counselling agenda/case plan
    - monitor and adapt interventions.

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 for family counselling work, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct

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    - discrimination
    - duty of care
    - ethical dilemmas in practice, and processes for ethical decision-making
    - mandatory reporting
    - practitioner client boundaries and implications of unequal balance of power
    - privacy, confidentiality and disclosure, including limitations
    - records management
    - work role boundaries – responsibilities and limitations of interventions
    - work health and safety, including:
        - stress management
        - supervision requirements
- traditional non-western and modern western approaches to family life
- features and prevalence of common and contemporary issues facing Australian families, including:
    - alcohol and other drugs issues
    - domestic violence
    - financial constraints
    - problem gambling
    - mental health issues
    - technology and communication
- impact of issues on different family members, including impacts of:
    - separation and divorce on men and women, children and young people and on parenting,
    - conflict, particularly high level and/or ongoing conflict on children and adolescents
- sources of current scientific and professional literature in the area of family counselling practice
- key components of modern systems theory, solution focused and behavioural approaches as applied to work with families including their limitations and contraindications for use
- key components of one other approach to family work
- specialised counselling and communication techniques
- key aspects of attachment theory as it applies to family relationships, interactions with the client, their family, significant others and carers
- models of change in counselling practice

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- how gender and differences in power and resources affect family dynamics
- balancing the rights and needs of parents and children
- what constitutes a clear counselling contract with measurable behavioural goals and how to develop one
- role of counsellor in relation to domestic and family violence, including:
    - indicators and effects of violence, abuse intimidation and control in families
    - safety planning for families where there is ongoing violence or abuse
    - referral protocols
- type and scope of referral options and pathways to support clients seeking interventions and supports beyond or in conjunction with counselling
- effects of one's own values, belief , family background and gendered experience on own counselling.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client information
    - current scientific and professional literature in the area of family counselling practice
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real clients.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFCS002 Provide relationship counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to assess for safety risks, establish professional relationships, determine presenting problems and direct therapeutic counselling processes with couples experiencing complex relationship issues.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Assess for safety risks in couple relationships	1.1 Assess for domestic and family violence issues using established screening tools

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	1.2 Take action to address any issues of safety according to organisation policy and legislative requirements 1.3 Refer individuals to support services to manage issues of safety or risk according to individual needs 1.4 Document issues of concern or potential risk according to policy and relevant legislation 1.5 Assess whether there is a safe enough environment where violence exists to offer couple counselling 1.6 Create safe environment for couples to maximise opportunities within the counselling session
2. Establish professional relationship with each individual	2.1 Engage each individual using appropriate techniques and strategies 2.2 Remain impartial in the professional counselling relationship with couples 2.3 Explore and outline ethical boundaries and expectations of the professional counselling relationship 2.4 Identify and manage problematic issues of the professional relationship with couples 2.5 Take appropriate steps to prevent the development of problematic relationship issues between the counsellor and individuals within the couple 2.6 Monitor and respond appropriately to the physical and emotional reactions of each individual to the counselling process
3. Identify and explore presenting problems	3.1 Encourage individuals to describe the presenting problems and explore their understanding of why the problem exists 3.2 Encourage couples to become aware of and discuss the problem in relation to associated behaviours or situations 3.3 Elicit the couple’s understandings of attempts to previously manage the problem in the past 3.4 Evaluate couple’s perception of their relationship prior to the problem existing 3.5 Reframe problems and recursive interaction
4. Direct the therapeutic process of couples counselling	4.1 Use questioning and counselling techniques effectively to explore couples options, motivations, and commitments for change 4.2 Respond to communication difficulties including overt and covert aggression and hostility between individuals

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	4.3 Identify strengths of the relationship and encourage individuals to negotiate and develop strategic goals to be achieved in their relationship 4.4 Develop future session plans based on information and evidence obtained from current counselling session
5. Terminate counselling sessions	5.1 Recognise when the counselling is no longer serving the interests or needs of the client 5.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either re-negotiate professional relationship or terminate the service 5.3 Engage client/s in determining any further external interventions and arrange appropriate referrals
6. Seek feedback from the client/s about the counselling service provided	6.1 Review counselling progress and provision regularly with clients 6.2 Obtain feedback from the clients at the conclusion of the counselling service 6.3 Use feedback strategies to encourage client contribution to improved counselling practice 6.4 Review client feedback and use this to inform practice reflection and improvement as part of supervision

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFCS002 Provide relationship counselling	CHCFCS802B Provide relationship counselling	This version was released in CHC Community Services Training Package release 3.0 and meets	Not equivalent

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		the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	

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Assessment Requirements for CHCFCS002 Provide relationship counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 50 hours of client work in a family counselling service
- used specialised counselling communication skills
- produced accurate and comprehensive case records, files and reports.

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 for relationship counselling, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - ethical dilemmas in practice, and processes for ethical decision-making
    - practitioner client boundaries and implications of unequal balance of power
    - privacy, confidentiality and disclosure, including limitations
    - records management
    - work role boundaries – responsibilities and limitations, including situations where usefulness of counselling may be limited and referral is required
    - work health and safety, including:
        - stress management
        - supervision requirements

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- common presenting issues, and their characteristics and counselling challenges, including:
    - pre and post separation issues
    - parenting and agreements
    - sexual relationship issues
    - fertility and/or pregnancy issues
    - financial issues
    - intimacy issues
    - grief and loss experienced one or both parties
    - family of origin influences
    - specific issues for same sex couples
    - cross cultural issues
- processes, systems and requirements for contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities for counsellor and client
- historical development of counselling theories and practice approaches, and their similarities and differences
- contemporary research, scientific and professional information and approaches to counselling in diverse cultural contexts
- broader contexts that impact family and relationship research and implications for practice
- approaches used in couple counselling, their strengths, limitations and contraindications, including, including the principles and practices of major theories
- ways to engage people in the counselling process, including:
    - conversation – non problem-focused
    - discussion of self as counsellor in professional manner
    - respectful and non-judgemental attitude
    - even distribution of time between individuals in couple
    - open questioning in a non threatening manner
    - use of empathy and rapport building techniques
- types of questioning used in relationship counselling, including:
    - questioning to scan relationship web
    - reflexive questioning
    - relational questioning
    - circular questioning

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- issues impacting different types of couples, including:
    - heterosexual couples
    - same sex couples
    - couples of different ages/stages of development
- family and domestic violence considerations, including:
    - indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict
    - procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff
- concepts of couple, family and child dynamics in normal and abnormal developmental forms
- stages of human development and how this knowledge applies to relationship counselling practice
- characteristics of diversity, and how these impact on attitudes to, and values within, relationships, including:
    - age
    - cognitive ability
    - culture
    - ethnicity
    - gender
    - socio-economic status
    - spirituality
- the role of social context in the counselling relationship
- counselling and case work processes, including those related to:
    - contracting and what needs to be agreed
    - documentation
    - interactions with other professionals and service providers
    - interactions with the client, their family, significant others and carers
- type and scope of referral options and pathways to support clients seeking interventions and supports beyond or in conjunction with counselling
- own prejudices and stereotyping attitudes and their potential influence on counselling practice.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client information
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with real clients.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFCS003 Provide counselling to children and young people

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to provide therapeutic interventions when working with young people and children.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Engage child/young person in the counselling process	1.1 Set an appropriate physical environment to engage children and young people in counselling

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	1.2 Use age appropriate engagement techniques to gain child's and/or young person's trust 1.3 Use communication strategies that are appropriate for the children/young people's developmental stage, culture and emotional needs 1.4 Maintain an ethical relationship with children/young people according to practice standards and legislative requirements 1.5 Enable children to identify problem areas and effectively participate in the counselling process 1.6 Assess parental family/influences and engage with parents appropriately
2. Respond appropriately to allegations and disclosures of abuse	2.1 Respond to disclosures and allegations according to legislative requirements and organisation procedures 2.2 Document factual information and observations as required by the organisation and any statutory child protection legislation 2.3 Identify and assess risk for clients in relation to family domestic violence and other child protection concerns
3. Conceptualise the presenting problem	3.1 Identify the factors impacting on the child or young person 3.2 Develop hypotheses to explain child/young person's presenting problems
4. Implement case work processes	4.1 Develop a clear plan of how sessions will be conducted in collaboration with children and young people 4.2 Develop measurable outcomes, treatment goals, treatment plans and after session plans with children and young people's input using perspectives relevant to working with children and young people 4.3 Work collaboratively with other stakeholders, including family members, other significant persons and professionals not present 4.4 Record plans and complete other case documentation according to practice setting policies, professional standards and legislative obligations 4.5 Use therapeutic interventions to engage and work with children and young people 4.6 Monitor and review progress of sessions towards child/young persons goals

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5. Terminate counselling sessions	5.1 Recognise when the counselling is no longer serving the interests or needs of the client an family 5.2 Discuss with the client/s when counselling no longer appears to serve the clients interest or needs and either renegotiate the professional relationship or terminate the service 5.3 Engage client/s in determining any further external interventions as identified and arrange appropriate referrals
6. Seek feedback from the client/s about the counselling service provided	6.1 Review counselling progress and provision regularly with the client in a developmentally appropriately way 6.2 Obtain feedback from the client at the conclusion of the counselling service 6.3 Use a range of developmentally appropriate feedback strategies to encourage client contribution to improved counselling practice 6.4 Review and reflect on client feedback and incorporate this information as part of supervision for the purpose of practice improvement

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFCS003 Provide counselling to children and young people	CHCFCS804B Provide counselling to children and young people	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

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		Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	

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Assessment Requirements for CHCFCS003 Provide counselling to children and young people

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 50 hours of client work in a family counselling service
- provided counselling to children and young people, including those:
    - of different ages
    - from diverse backgrounds
    - experiencing high levels of familial and parental conflict
- used specialised counselling communication skills and age-appropriate communication to establish relationships with children and young people
- produced accurate and comprehensive case records, files and reports.

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 for counselling of children, and how these are applied in organisations and individual practice:
    - children in the workplace and child-focused practice
    - codes of conduct
    - discrimination
    - duty of care
    - practitioner client boundaries and implications of unequal balance of power
    - privacy, confidentiality and disclosure, including:
        - potential limitations and issues surrounding who is the client

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        - managing disclosures
    - records management
    - specific legislative frameworks that apply to working with children, including:
        - child protection
    - work role boundaries – responsibilities and limitations, including situations where usefulness of counselling may be limited and referral is required
    - work health and safety
- stages of child development and their relevance to child and young person counselling
- attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- concepts of couple, family and child dynamics in normal and abnormal developmental forms
- impacts of separation and divorce on parents and children and other family members
- impacts of conflict, particularly high level and/or ongoing conflict, on children, and the use of child-focused approaches to intervene and minimise the impacts
- indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, including power, abuse and conflict in family and sibling relationships
- common concerns in child and young person counselling processes
- factors relevant to the context of children and young people in counselling, including:
    - current or previous parental separation
    - family court and/or relationship history
    - children's behaviour and developmental level
    - other factors that may indicate a history of violence
    - feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
    - presenting issues including assessment with parents/care givers
- ways to create a child-friendly environment, including physical resources that support practice
- child-focused counselling approaches, when and how these are used, including:
    - use of play therapy
    - storytelling
- strengths, limitations and contraindications of specific therapeutic theories and models, including risk of harm associated with approaches that incorporate assumptions of family dysfunction and application of adult techniques to children and young people

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- considerations for the counselling process when working with diverse children and young people, including factors relating to:
    - age and stage of development
    - culture
    - ethnicity
    - gender
    - sexual orientation
    - spirituality
- communication and counselling techniques used with children and young people
- processes and tools for abuse screening and safety planning
- counselling and case work processes, including those related to:
    - contracting and what needs to be agreed
    - documentation
    - interactions with other professionals and service providers
    - interactions with the child/young person, their family, significant others and carers
- type and scope of referral options and pathways to support clients seeking interventions and supports beyond or in conjunction with counselling
- own prejudices and stereotyping attitudes and their potential influence on counselling practice.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client information
    - private consultation / interview space
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with children and young people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFCS004 Provide grief and loss counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required for counsellors to explore the meaning and effect of grief and loss issues and work with individuals and families experiencing grief and loss.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Explore the client's understanding of grief and loss	1.1 Engage with client using their framework and language to establish an environment of safety and trust 1.2 Join with the client to explore client's understanding of grief and loss 1.3 Assist clients to understand how their unique context has impacted on their experience of grief and loss 1.4 Explain the role of the counsellor in dealing with loss
2. Assist clients to understand the different impacts of grief and loss	2.1 Explain the possible range of responses to grief and loss 2.2 Use intervention techniques to assist the client to normalise their responses to grief and loss 2.3 Use correct terminology and concepts in the grief counselling process 2.4 Identify the key issues in bereavement counselling setting 2.5 Apply counselling strategies to diverse responses to grief
3. Formulate counselling responses to grief and loss	3.1 Monitor and respond to client presentations including safety and assessed risks 3.2 Assist client to set goals or outcomes for the grief and loss process, dependant upon clients position in grieving process 3.3 Match therapeutic interventions to client's needs and goals 3.4 Facilitate referrals to other support services where appropriate
4. Terminate counselling sessions	4.1 Recognise when the counselling is no longer serving the interests or needs of the client 4.2 Discuss with the client when counselling no longer appears to serve their interest or needs and either renegotiate the professional relationship or terminate the service 4.3 Engage the client in determining any further external interventions as identified and arrange appropriate referrals
5. Seek feedback from clients about the counselling service provided	5.1 Review counselling progress and provision regularly with the client 5.2 Obtain feedback from the client throughout and at the conclusion of the counselling service

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	5.3 Use feedback strategies to encourage client contribution to improved counselling practice 5.4 Review client feedback and use this to inform practice reflection and improvement in conjunction with supervision

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFCS004 Provide grief and loss counselling	CHCFCS803B Provide grief and loss counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCFCS004 Provide grief and loss counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked collaboratively with clients and provided counselling to at least 3 different individuals or family groups experiencing grief and loss, including:
    - adults
    - children
    - people from different cultures
- used specialised counselling communication skills
- addressed a diverse range of loss and grief issues, including those relating to:
    - child and parental loss
    - relationships
    - employment
    - missed opportunities.

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 for grief and loss counselling, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - practitioner client boundaries and implications of unequal balance of power
    - privacy, confidentiality and disclosure, including limitations

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    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations, including situations where usefulness of counselling may be limited and referral is required
    - work health and safety
- different types of grief and understanding attitudes, attachment and anxiety issues associated with grief
- difference in grief responses in men and women,
- developmental stages and how grief is likely to affect young people and children
- impacts of separation and divorce on couples, parents, children and other family members
- indicators and dynamics of domestic and family violence and complexities of interpersonal interactions
- main approaches used in grief counselling, their underpinning theories, how they compare and their strengths, limitations and contraindications
- responses to grief and how these are addressed in different counselling models, including:
    - disbelief
    - avoidance
    - anger
    - sadness
    - withdrawal
    - dissociation
    - suicidal ideations
    - self-harming
    - stress reactions
    - post traumatic stress disorder
    - depression
    - numbing
    - denial
    - anxiety
- considerations for the counselling process when working with diverse people experiencing loss and grief, including factors relating to:
    - ability
    - age
    - class

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    - culture
    - ethnicity
    - gender
    - sexual orientation
    - spirituality
- counselling and case work processes, including those related to:
    - contracting and what needs to be agreed
    - documentation
    - interactions with other professionals and service providers
    - interactions with the client, their family, significant others and carers
- type and scope of referral options and pathways to support clients seeking interventions and supports beyond or in conjunction with counselling
- own prejudices and stereotyping attitudes and the potential influence on counselling practice.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client information
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCFIN001 Facilitate the financial counselling process

Modification History

Release	Comments
2	--
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added. Supersedes CHCFIN502A

Application

This unit describes the skills and knowledge required to assess and respond to the immediate and ongoing needs of clients using a structured strengths-based and client-focused financial counselling process.

This unit applies to financial counsellors who work in agencies that meet the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Respond to initial client contact	1.1 Obtain informed consent from client to enter into a financial counselling process 1.2 Identify and address any conflicts of interest and/or other ethical considerations 1.3 Identify appropriateness of financial counselling on the basis of routine client information collected and analysed 1.4 Clarify with client the role of financial counsellor and expectations of the representative agency 1.5 Explain rights and responsibilities of client and counsellor in the financial counselling process 1.6 Clarify client expectations and needs to ensure their issues and motivations are suited to financial counselling 1.7 Make an appropriate referral with client consent if client need is identified as outside scope of own work role 1.8 Explain confidentiality policy of the representative agency
2. Assess client's financial situation	2.1 Collect information on client's financial and extended situation including relevant personal issues that may impact on this situation 2.2 Examine and analyse the material with client to identify areas for further investigation 2.3 Seek additional information as required, including the status and validity of contracts 2.4 Highlight important features of the client's financial position 2.5 Assist client to identify areas where they want to take action 2.6 Identify and discuss client's legal rights and responsibilities

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	2.7 Make technically sound and substantiated assessment of client issues
3. Discuss options with the client	3.1 Work with the client to establish a list of concerns 3.2 Proactively identify areas for possible action and prioritise to reflect client's concerns 3.3 Provide information regarding client responsibilities and rights in relation to individual debts and overall financial situation 3.4 Discuss with client, options and potential consequences
4. Develop action plan in partnership with client	4.1 Work with the client to prioritise areas for action immediately and in the longer term 4.2 Assist client to identify workable strategies to address their financial concerns 4.3 Assist client to develop their own action plan to address their circumstances 4.4 Discuss need for advocacy or negotiation by client and/or financial counsellor 4.5 Write and maintain a client service plan which identifies the assessed issues, the client and financial counsellor strategies and responsibilities
5. Provide and evaluate ongoing support	5.1 Identify areas for ongoing support and opportunities for specialist referral to other agencies or professionals 5.2 Identify range of support services able to be provided by the organisation and others 5.3 Work through with the client, the roles and responsibilities of client and counsellor in the support framework 5.4 Implement processes to evaluate effectiveness of support provided to the client by the financial counsellor 5.5 Revise support services in the light of evaluation feedback 5.6 Terminate the financial counselling process in line with organisation procedures and professional role requirements and provide referrals as agreed with client
6. Maintain client records as required in a financial counselling agency	6.1 Implement processes to keep accurate records of financial counselling sessions in accordance with organisation and privacy requirements

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	6.2 Record appropriate file notes and retain relevant documentation taking into account professional and legal requirements 6.3 Maintain confidentiality of records in accordance with professional and legal requirements 6.4 Secure client records for storage, archiving and destruction as per organisation and privacy requirements 6.5 Prepare and maintain statistical records in line with organisation requirements 6.6 Enter and maintain electronic databases as required by an organisation
7. Reflect on practice	7.1 Implement professional supervision in accordance with policy and procedures of the professional association and the organisation 7.2 Maintain knowledge of current industry information and best practice in financial counselling and utilise in professional practice 7.3 Undertake professional development activities to meet State, organisation and industry requirements 7.4 Ensure reflective practice is consistent with relevant codes of practice and ethical guidelines

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFIN001 Facilitate the financial counselling process	CHCFIN502A Facilitate the financial counselling process	This version was released in CHC Community Services Training Package release 3.0 and meets	Not equivalent

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		the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	

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Assessment Requirements for CHCFIN001 Facilitate the financial counselling process

Modification History

Release	Comments
2	--
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added. Supersedes CHCFIN502A

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:

- performed the activities outlined in the performance criteria of this unit during a period of 220 hours of work in a financial counselling agency that has met the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence or an appropriate simulated enviroment.
- used critical thinking and problem solving skills to engage with the client and develop, implement and review options and action plans for at least 5 different clients presenting with multiple and complex needs.

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, state/territory) for financial counselling, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct/practice

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    - conflict of interest
    - continuing professional education
    - discrimination
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients:
        - scope and limitations of financial counsellor role
    - ASIC class order 03/1063 and how this applies to the work of financial counsellors and their agencies work role boundaries – responsibilities and limitations
    - work health and safety
- client-centred, strengths-based approaches to financial counselling and other counselling models consistent with these approaches
- agency policies and procedures
- characteristics of situations when client need is outside of scope of practice including:
    - specific financial situations requiring specialist counselling
    - indicators of related and non-related behavioural, emotional, psychological and/or physical and mental health issues
    - indicators of addictive behaviour
    - indicators of gambling behaviour
- referral networks and resources
- types of financial information required to assess a client's financial situation, including:
    - statement of financial position
    - income statements (including Centrelink)
    - liability and debt statements
    - complex needs assessment
    - legal documents and contracts

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- strategies that may assist clients in managing their finances, and their key features, including:
    - assessment of the legality of debts
    - identification of possible legal remedies
    - development of an income and expenses statement
    - development of a statement of financial position
    - development of a documented action plan
    - strategies for increasing income
    - strategies for decreasing expenditure
    - strategies for reducing credit and debt problems.

Assessment Conditions

Skills must have been demonstrated in the workplace or with simulations and scenarios developed by Financial Counselling Australia capturing the full range of contexts and situations to meet the following conditions:

- use of suitable facilities, equipment and resources, including:
    - client information
    - organisation policies, procedures and resources
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCFIN002 Identify and apply technical information to assist clients with financial issues

Modification History

Release	Comments
2	--
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added. Supersedes CHCFIN501A

Application

This unit describes the skills and knowledge required to analyse and use technical information to assist individuals to understand their rights and make informed decisions about financial issues in the context of a strengths-based and client-focused financial counselling model.

This unit applies to financial counsellors who work in agencies that meet the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Review client income sources	1.1 Source and review available information about client income 1.2 Identify potential income sources and entitlements for client 1.3 Identify and inform client of potential for additional or different income sources or entitlements to improve their financial situation
2. Ensure client is receiving appropriate information regarding living expenses	2.1 Assist the client to review and document their approach to managing living expenses 2.2 Identify client's options and rights for managing living expenses 2.3 Provide additional information to address gaps in client knowledge about living expenses and available support
3. Facilitate client understanding of consumer protections and their legal rights	3.1 Clarify client's understanding of their rights regarding legal and consumer protection 3.2 Discuss identified legal and consumer protection issues to highlight key areas that may require action 3.3 Provide additional information to address gaps in client knowledge about their rights in relevant legal and consumer protection areas 3.4 Identify and provide appropriate opportunities for referral where required
4. Evaluate types of debt presented by client	4.1 Review contracts and associated documentation to clarify validity of client debt 4.2 Review areas of client debt and seek further information to clarify types of debt and the stage of the debt

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	4.3 Provide information to assist client to understand the implications of different types of debt that may be impacting on them
5. Identify options in regard to debt and debt recovery	5.1 Identify impact of debt and debt recovery processes on client and their financial situation 5.2 Review a range of options relevant to debt and debt recovery and identify potential consequences in relation to the client and their financial situation 5.3 Identify appropriate strategies for debt management to address client's particular situation
6. Identify appropriate referral and support services	6.1 Proactively identify and assess type of support services needed by client based on analysis of financial information 6.2 Provide current and accurate information about, and refer client to, services to address client needs

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFIN002 Identify and apply technical information to assist clients with financial issues	CHCFIN501A Identify and apply technical information to assist clients with financial issues	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	

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Assessment Requirements for CHCFIN002 Identify and apply technical information to assist clients with financial issues

Modification History

Release	Comments
2	--
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added. Supersedes CHCFIN501A

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:

- performed the activities outlined in the performance criteria of this unit during a period of 220 hours of work in a financial counselling agency that has met the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence or in an appropriate simulated enviroment.
- used critical thinking and problem-solving to analyse financial information for at least 5 different clients with varied financial situations and developed technical solutions and options relating to:
    - correct income sources and entitlements
    - living expenses and associated support
    - legal and consumer protection rights
    - debt and debt recovery processes and options
    - additional advocacy options.

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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, state/territory) for financial counselling, and how these are applied in organisations and individual practice:
    - codes of conduct/practice
    - conflict of interest
    - duty of care
    - human rights
    - informed consent
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients:
        - scope and limitations of financial counsellor role
    - specific legislation impacting financial counselling, including:
        - advocacy legislation
        - ASIC class order 03/1063 and how this applies to the work of financial counsellors and their agencies
        - ASIC class order 11/926 and how this applies to rural financial counsellors
    - work role boundaries – responsibilities and limitations
    - work health and safety
- organisation policies and procedures relating to the provision of information
- income sources, entitlements and associated issues relating to:
    - Centrelink
    - taxation
    - child support
    - superannuation insurances
    - income protection insurance
    - small business
    - work choices
    - wages

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    - welfare rights
    - compensation (WorkCover, TAC, injury and accident) insurance
    - family trusts
    - other income sources
- expenditure support relating to:
    - utilities
    - housing
    - cost of living
    - emergency relief and other assistance
- consumer issues covered by legislation, regulations and instruments, relating to:
    - *National Consumer Credit Protection Act 2009*
    - National Credit Code
    - social security law
    - taxation law
    - fair trading acts
    - internal and external dispute resolution mechanisms (IDR and EDR) insurance
    - consumer credit insurance
    - fringe lending
    - bankruptcy and debt agreements
- types of debt and their features, including:
    - secured and unsecured credit
    - joint/relationship debts
    - guarantors and co-borrowers
    - consumer leases
    - fines and infringements
    - government related debts
- debtor options, including:
    - formal and informal arrangements
    - hardship arrangements
    - debt agreements
    - debt recovery
    - bankruptcy
    - release of superannuation on compassionate or other grounds
    - courts, tribunals and legal processes

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- local networks for referral and support, including:
    - legal aid
    - family law
    - welfare rights centres
    - community legal centres
    - specialist legal centres
    - other specialist services
    - mental health support services
    - AOD support services
    - health services
    - child and family services
- documentation associated with casework including:
    - client case notes
    - income and expenses statement/s
    - advocacy letters
    - action plans
    - file closure letters.

Assessment Conditions

Skills must have been demonstrated in the workplace or with simulations and scenarios developed by Financial Counselling Australia capturing the full range of contexts and situations to meet the following conditions:

- use of suitable facilities, equipment and resources, including:
    - client information
    - organisation policies, procedures and resources
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCFIN003 Develop and use financial counselling tools and techniques

Modification History

Release	Comments
2	--
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added. Supersedes CHCFIN503A

Application

This unit describes the skills and knowledge required to take a structured approach to the development of written tools and resources that support financial counselling.

This unit applies to financial counsellors who work in agencies that meet the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Clarify client's financial position	1.1 Review and use client information to inform preparation of a statement of assets and liabilities for the client 1.2 Work with the client to prepare a statement of income and expenditure in line with their immediate and ongoing financial situation 1.3 Identify and clarify for the client the different elements of their financial position
2. Develop and use advocacy and negotiation tools	2.1 Develop written tools for use in advocacy and negotiation according to organisation protocol 2.2 Identify and source existing standardised resources for use in advocacy 2.3 Apply appropriate negotiation tools and techniques to advocate and negotiate on behalf of client 2.4 Undertake telephone and face-to-face negotiations as required to meet and/or improve client's financial position 2.5 Obtain third party authority to act on behalf of client in appropriate format 2.6 Collect and use appropriate documentation to support the advocacy process
3. Collect and develop resources and provide to clients	3.1 Use standard checklists to develop and review resource materials that contain relevant and current information 3.2 Maintain currency and completeness of available resources 3.3 Prepare resources as a basis for addressing duty of care requirements when undertaking financial counselling with clients 3.4 Provide client with relevant, clear and targeted resource materials to inform and assist the client to improve their financial position 3.5 Undertake research as a basis for preparing an information package on client issues for their later reference

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	3.6 Ensure written materials are written in a succinct and clear way and are presented logically and sequentially to match third party needs with client objectives 3.7 Ensure all written documentation produced addresses financial counselling sector standards and practices

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFIN003 Develop and use financial counselling tools and techniques	CHCFIN503A Develop and use financial counselling tools and techniques	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCFIN003 Develop and use financial counselling tools and techniques

Modification History

Release	Comments
2	--
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added. Supersedes CHCFIN503A

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:

- performed the activities outlined in the performance criteria of this unit during a period of 220 hours of work in a financial counselling agency that has met the requirements for the Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence or in an appropriate simulated enviroment.
- developed financial resources for at least 5 different clients including:
    - statement of financial position
    - documented case/action plan
- researched and developed all of the following financial resources:
    - income and expenditure statements
    - assets and liabilities statements
    - advocacy resources
- advocated for clients via each of the following mediums:
    - telephone
    - in writing:

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        - letters, and
        - complaints to Internal Dispute Resolution (IDR)/External Dispute Resolution (EDR)
    - face-to-face.

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, state/territory) for resource development, and how these are applied in organisations and individual practice:
    - duty of care
    - informed consent
    - policy frameworks:
        - social
        - economic
        - government programs
    - practice standards
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients:
        - scope and limitations of financial counsellor role
    - specific legislation impacting financial counselling, including:
        - advocacy legislation
        - ASIC class order 03/1063 and how this applies to the work of financial counsellors and their agencies
        - ASIC class order 11/926 and how this applies to rural financial counsellors
    - work role boundaries – responsibilities and limitations
- agency policies and procedures for resource development
- hardship systems and framework for resource development:
    - tools to access grants for energy relief
    - complaints to dispute resolution schemes
    - use of codes of practice in advocacy
    - use of Credit Law tools in advocacy letters
    - use of Australian Consumer Law (ACL) in advocacy letters

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    - standard legal letters developed by financial counselling sector
- models for preparing financial statements and budgets:
    - use of Financial Counselling Australia/Australian Bankers Association (ABA) agreed statement of financial position
    - use of Money Smart resources (ASIC)
    - use of MoneyHelp resources for each state/territory, phone 1800 007 007
- types of advocacy resources developed in a financial counselling context
- resource development, including:
    - how to adapt resources for client use
    - sourcing and developing appropriate tools to inform clients
    - use of programs for consumer education
- financial statements, including:
    - use of appropriate format agreed to by Financial Counselling Australia (FCA)
    - appropriate advocacy letters including summarised financial information
- support networks and sources of local information for clients to assist them to access additional services without direct referral.

Assessment Conditions

Skills must have been demonstrated in the workplace or with simulations and scenarios developed by Financial Counselling Australia capturing the full range of contexts and situations to meet the following conditions:

- use of suitable facilities, equipment and resources, including:
    - client information
    - organisation policies, procedures and resources
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCFIN004 Provide rural financial counselling services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCFIN504B

Application

This unit describes the skills and knowledge required to adapt practice to a rural context, targeting the specific needs of rurally based clients using a structured strengths-based and client-focused financial counselling process.

This unit applies to financial counsellors. In order to qualify for the Australian Securities and Investments Commission (ASIC) exemption from the delivery of financial service contained in the *Financial Services Reform Amendment Act 2003*, a financial counsellor must be eligible for membership of the financial counselling association recognised in their State or Territory, or the national financial counselling body.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Adapt practice to rural context	1.1 Identify and respond to the current philosophies, framework and issues that apply in a rural context, including specific work health and safety issues 1.2 Identify and use models of work that may be applied in the rural sector 1.3 Recognise and respond to the impact of current and historical social, economic and political factors on clients in the rural sector
2. Target services to the needs of clients in the rural sector	2.1 Use approaches that reflect understanding of a farms as both business and family enterprises 2.2 Apply knowledge of financial aspects relating to planning and management of a rural enterprise 2.3 Collect and review information from key stakeholders and representatives 2.4 Make appropriate referrals using knowledge of local support networks 2.5 Advocate on behalf of clients in the rural sector where appropriate 2.6 Support clients in mediation and negotiation with third parties
3. Ensure personal approach aligns with client needs	3.1 Demonstrate a commitment to access and equity principles in all work undertaken 3.2 Reflect on and take account of own values and attitudes regarding rural financial counselling 3.3 Adapt own approach to meet individual social, cultural and linguistic needs of clients 3.4 Respond with sensitivity to clients experiencing stress

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCFIN004 Provide rural financial counselling services	CHCFIN504B Work effectively in rural financial counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCFIN004 Provide rural financial counselling services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCFIN504B

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:

- worked according to the values and philosophies of rural financial counselling, using critical thinking and problem-solving skills to respond to the financial counselling needs of at least 5 different rural clients, including:
    - working in accordance with the class order applicable for rural financial counselling services (class order 11/926)
    - engaging in mediation with financial institutions using state/territory farm debt mediation Acts and other relevant legislation
    - reading and interpreting enterprise profit and loss statements.

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, state/territory) for financial counselling, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of conduct/practice
    - conflict of interest

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    - court systems and the key feature of their operation
    - discrimination
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients:
        - scope and limitations of financial counsellor role
    - specific legislation that applies to rural financial counselling work, including:
        - *Financial Services Reform Act 2003*
        - state/territory farm debt mediation Acts
        - state rural adjustment Acts
    - work health and safety
- current context issues that impact rural financial counselling work, including:
    - primary industries and their role
    - farms as business enterprises and commonly used farm business structures
    - political context
    - economic context
    - social issues
    - technology issues
    - eligible rural enterprises
- models of work in the rural sector, including:
    - options for development and decision support
    - farm debt mediation
    - farm visits
    - case management
    - working with families
    - referral
    - early intervention/prevention
    - community development and education

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    - risk identification
- stakeholders commonly involved in rural financial counselling work, including:
    - financial services
    - community service
    - industry bodies
    - government institutions and regulators
    - personal networks
- principles of farm enterprise business and succession planning
- principles and techniques for cash flow budgeting
- how to interpret profit and loss statements
- banking and finance industries and regulatory frameworks including hardship provisions for primary producers
- Centrelink support mechanisms
- referral networks and resources
- principles of client empowerment/disempowerment
- principles of access and equity
- signs of health/mental health issues, including common indicators of suicide risk
- factors for consideration when working with people from culturally and linguistically diverse backgrounds, including Indigenous Australian culture
- impact of work practices that are unsatisfactory or illegal, including:
    - using workers without visa
    - paying appropriate wages
- rural family culture and dynamics.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client information
    - organisation policies, procedures and resources
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCGMB001 Assess the needs of clients with problem gambling issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to assess the needs of clients affected by problem gambling and develop case plans for the delivery of problem gambling counselling services.

This unit applies to individuals working with people affected by problem gambling.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare for assessment	1.1 Review existing information about the client and consult with relevant health or community services professionals based on client needs 1.2 Clearly explain legal, ethical and organisational requirements and procedures 1.3 Discuss with the client reasons for seeking help and other information that may assist in establishing a basis for further work 1.4 Inform the client of the assessment purpose and process 1.5 Confirm client's understanding of the purpose and process of assessment and obtain consent
2. Conduct assessment	2.1 Identify history and pattern of client's gambling through client discussion and questioning 2.2 Identify and clarify co-existing issues in consultation with the client 2.3 Review information and/or use structured assessment screens to assess the extent and impact of gambling 2.4 Collaborate with other health professionals as indicated by assessment 2.5 Determine entry to, or exclusion from, services according to organisation criteria 2.6 Accurately record assessment results according to organisation guidelines
3. Develop a case plan with the client	3.1 Identify and explore and develop options for addressing client needs and integrate into planning 3.2 Identify and prioritise goals with client and negotiate and agree objectives and processes 3.3 Negotiate and agree on case plans 3.4 Define roles, responsibilities and accountabilities of clients, counsellors and other service providers 3.5 Integrate cultural considerations into goal setting and negotiation 3.6 Negotiate communication protocols, ongoing review and evaluation systems 3.7 Document case plans and ongoing case notes according to organisation guidelines
4. Refer clients	4.1 Identify client issues that are outside the scope of the service and/or the scope of the worker 4.2 Identify appropriate service and other support options

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	4.3 Inform the client of possible options and reasons for seeking other service and support options 4.4 Confirm the client's understanding of options 4.5 Work with the client to determine referral options and responsibilities 4.6 Make referral with client consent 4.7 Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGMB001 Assess the needs of clients with problem gambling issues	CHCGMB502A Assess the needs of clients with problem gambling issues	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCGMB001 Assess the needs of clients with problem gambling issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked collaboratively with at least 3 clients who gamble to harmful levels, including:
  - assessing and documenting client issues
  - developing individualised case plans that identify strategies to assist them in to overcome problems associated with gambling
- used the following communication skills in work with clients:
  - effective use of body language
  - paraphrasing
  - reflecting feelings
  - open and closed questioning or probing
  - summarising
  - reframing
  - exploring options
  - use of normalising statements.

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, state/territory and local) for problem gambling, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care

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    - human rights
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation that affects gambling, including:
        - state/territory Responsible Conduct of Gaming
    - work role boundaries – responsibilities and limitations
    - work health and safety
- types of gambling services in Australia and the different ways they are made available
- key gambling industry stakeholders and their interrelationships
- context for work in problem gambling, including:
    - sector values and philosophies
    - historical – changing attitudes and approaches
    - cultural – factors that motivate people to gamble
    - political – current policy context
    - economic – links between economic conditions and levels of gambling, socioeconomic patterns, state revenue generation
- definitions and key indicators of problem gambling
- stages of problem gambling
- features of responsible gambling
- graduated risks of some forms of gambling
- potential impacts of problem gambling
- different models of work in problem gambling, when and how they are used, including:
    - individual counselling and therapy
    - internet and telephone counselling
    - working with families and relationship counselling
    - community awareness, development and education
    - assessment and referral services
    - outpatient services
    - peer support/self help
    - crisis situation responses
    - relapse prevention
    - harm minimisation

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    - group work
    - financial counselling
    - case management
    - residential and inpatient services
- existence and meaning of myths, chance, odds, randomness, gambling cycle
- problem gambling assessment processes, including:
    - range of issues to be covered
    - types of assessment screens and tools
- factors influencing the current status of the client including:
    - current or baseline levels of gambling behaviour
    - readiness to change
    - physical, emotional, financial, legal and psychosocial state and immediate needs in these areas
    - gambling and other issues in the family
- factors for consideration when working with different types of clients:
    - client of different ages
    - different gender communication styles
    - mandated and voluntary clients
    - Aboriginal and/or Torres Strait Islander people
    - culturally and linguistically diverse people
- considerations when working with clients at risk of self-harm, suicide or with mental health issues
- coexisting issues potentially impacting on the client, how to respond and sources for referral:
    - housing
    - employment
    - financial
    - legal
    - relationship
- case management principles and processes
- referral agencies for people with problem gambling
- communication techniques, including:
    - effective use of body language
    - paraphrasing

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    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - use of normalising statements
- referral options and availability.

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:
    - client information
    - problem gambling assessment tools
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCGMB002 Provide counselling for clients with problem gambling issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to provide and monitor support, counselling and interventions for clients affected by problem gambling. Counsellors provide support and review goals and strategies using a holistic approach to establish and maintain change in the gambling activity, as well as looking at the reasons underlying and/or contributing to the problem.

This unit applies to counsellors working with people affected by problem gambling.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Provide practical support or information	1.1 Provide relevant and current information on problem gambling and discuss with clients 1.2 Based on review of the client's assessment and case plan, develop practical strategies to address immediate gambling concerns 1.3 Provide immediate information, response or referral for crises arising from client's problem gambling and other issues 1.4 Provide information and support with daily living needs in accordance with organisation policies and procedures
2. Counsel clients	2.1 Use counselling skills to explore the scope, depth and nature of client's issues and identify the complexity and interrelated of issues in client's life 2.2 Explore the function, purpose and context of gambling in the life of the client and its impact 2.3 Exploring factors which trigger the gambling behaviour or encourage its continuation 2.4 Negotiate goals and action plans with client and document in accordance with organisation policies and procedures
3. Apply interventions to support choice and change	3.1 Review and select possible models and techniques to meet client needs 3.2 Work with client to develop realistic expectations of counselling and change processes or choice 3.3 Explore and implement options for change or choice that minimise the harm resulting from gambling 3.4 Maintain engagement while resistance and defences are managed 3.5 Apply relapse prevention and management principles and strategies 3.6 Refer client to other services according to individual needs
4. Work with families and significant others	4.1 Identify and provide support family members or significant others as a client 4.2 Explore boundary issues and challenges with client 4.3 Proactively consider and address impact on children within work role boundaries 4.4 Work collaboratively with others to support client needs according to organisation policies and procedures
5. Review client and counselling progress	5.1 Review client's progress against case plan and record and report according to organisation guidelines

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	5.2 Seek client feedback on process and use learning to inform further action and own practice 5.3 Negotiate revisions to action plans and timeframes as required and incorporate into case plan 5.4 Review counselling process and outcomes of client work with supervisor and/or colleagues according to organisation policies and procedures 5.5 Negotiate exit with client and provide support in accordance with organisation policies, procedures and available resources

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGMB002 Provide counselling for clients with problem gambling issues	CHCGMB503A Provide counselling for clients with problem gambling issues	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCGMB002 Provide counselling for clients with problem gambling issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- implemented support strategies, counselling and interventions for at least 3 diverse clients who gamble to harmful levels in collaboration with the client and his/her support network
- used at least 3 of the following approaches in working with those with problem gambling issues:
    - cognitive processes
    - affect management
    - working with underlying issues
    - use of alternative coping strategies
    - skills and ‘strengths’ building
    - family therapy
    - motivational interviewing
    - behavioural interventions.

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, state/territory and local) for problem gambling, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - human rights

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    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation that affects gambling, including:
        - state / territory Responsible Conduct of Gaming
    - work role boundaries – responsibilities and limitations
    - work health and safety
- key gambling industry stakeholders and their interrelationships
- context for work in problem gambling, including:
    - sector values and philosophies
    - historical – changing attitudes and approaches
    - cultural – factors that motivate people to gamble
    - political – current policy context
    - economic – links between economic conditions and levels of gambling, socioeconomic patterns, state revenue generation
- definitions and key indicators of problem gambling
- definitions and key indicators of problem gambling
- stages of problem gambling
- features of responsible gambling
- graduated risks of some forms of gambling
- potential impacts of problem gambling
- different models of work in problem gambling, when and how they are used, including:
    - individual counselling and therapy
    - internet and telephone counselling
    - working with families and relationship counselling
    - community awareness, development and education
    - assessment and referral services
    - outpatient services
    - peer support/self help
    - crisis situation responses
    - relapse prevention
    - harm minimisation
    - group work

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    - financial counselling
    - case management
    - residential and inpatient services
- existence and meaning of myths, chance, odds, randomness, gambling cycle
- counselling approaches used in problem gambling, and how to use them, including:
    - cognitive processes
    - affect management
    - underlying issues
    - use of alternative coping strategies
    - skills and 'strengths' building
    - family therapy
    - motivational interviewing
    - behavioural interventions
- *Diagnostic and Statistical Manual of Mental Disorders* and pathological gambling
- theories of gambling
- interventions and harm minimisation strategies directed to current problem gambling behaviour, including self-exclusion options
- individual's experience of gambling, including family history, culture, character issues, personality, intra-psychic and wider systems, meaning, purpose, function being served, exploring multiplicity of organising impulses
- ways to work with client support networks, both family and non-family
- referral options and availability.

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:
    - client information and assessment outcomes
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCGRP001 Support group activities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to participate in, and provide general support for, group work. It does not include the leadership or facilitation of groups.

This unit applies to individuals involved group work in a range of community service settings. They work according to established organisation procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 the purpose of the group	1.1 Identify and determine activities which meet the group purpose with members of the group,

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	1.2 Discuss and agree rules for group behaviour with all group members as a participant 1.3 Identify, acknowledge and respect individual differences of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available resources and scope of own role 1.5 Keep records of group interactions according to organisation documentation requirements
2. Establish and maintain group relationships	2.1 Confirm role played by self and other group members 2.2 Encourage participation of other group members 2.3 Model clear communication and encourage group members to use clear and appropriate communication 2.4 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.5 Implement appropriate processes to address breaches of behaviour according to organisation protocols 2.6 Encourage participants to abide by agreed behaviours 2.7 Promote group achievements in a way which motivates and recognises participants' efforts
3. Organise resources for group activities	3.1 Identify support and resources to achieve the objectives of the group 3.2 Provide information to group about resources available and guidelines for their use 3.3 Encourage cooperative approach to the use of resources 3.4 Complete reports on use of resources according to organisation procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP001 Support group activities	CHCGROUP201C Support the activities of existing groups	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCGROUP201C and CHCGROUP302D. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCGRP001 Support group activities	CHCGROUP302D Support group activities	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCGROUP201C and CHCGROUP302D. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCGRP001 Support group activities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- participated in, and supported the activities of, at least 3 different groups, where groups comprise at least 5 members
- modelled the following communication skills when participating in groups:
    - active listening
    - questioning
    - rapport-building
    - conflict resolution
    - clarity in communication.

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 for group work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
    - work health and safety

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- policies and procedures
- nature of groups and the way they operate at an overview level, including:
    - dynamics of groups
    - stages of group development
    - stages of change
    - styles of group leadership and decision-making
- communication techniques and how they are used within groups, including:
    - active listening and questioning
    - rapport building
    - conflict resolution
    - non-verbal communication
- nature of resources provided to groups, including:
    - information/referrals
    - facilities
    - equipment/materials
    - administrative support
    - facilitation of meetings
    - worker skills/expertise
- nature of support provided including:
    - resources managed by the organisation
    - advice, information and facilitation
    - individual or group supervision.

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:
    - organisation policies and procedures
    - group member information
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with groups.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the knowledge and skills required to establish, lead and participate in a groups using a collaborative, strengths-based approach.

This unit applies to any individual involved in planning and leading group activities. Groups may be formal or informal.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Plan group activities and resources	1.1 Review available information and identify the needs of the group

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	1.2 Generate ideas for activities that respond to identified needs 1.3 Identify, calculate and document the resources required for group activities 1.4 Identify and follow up on the need to make submissions for potential sources of assistance and resources within scope of own job role 1.5 Organise resources according to organisation procedures
2. Coordinate group planning processes	2.1 Seek opportunities actively for collaborative planning and shared ownership with clients 2.2 Solicit, analyse and prioritise information about group's needs and expectations 2.3 Negotiate the purpose of group activities with the group allowing time and opportunity for individuals to articulate their ideas and wishes 2.4 Translate purpose of proposed group activity into a set of documented aims and objectives based on input 2.5 Analyse potential impact on group operation of the values and beliefs of both worker and client 2.6 Design group strategies that promote effective group operation and take into account specific characteristics of participating clients
3. Manage group processes and conflict	3.1 Promote opportunities for open dialogue and active listening between group members 3.2 Encourage and model sensitivity to diverse participants 3.3 Use strategies to prevent conflict within own role, power and capacity 3.4 Identify and reinforce the outcomes of positive conflict 3.5 Clarify and confirm principles and practices of conflict resolution in a group and seek agreement to implement them 3.6 Encourage acknowledgement of rights and responsibilities and perceptions of all participants in the conflict situation 3.7 Offer opportunity to all participants for debriefing, support, mediation, consultation and facilitation
4. Evaluate group activities	4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback 4.2 Seek feedback from group participants on leadership style, group process, achievement of objectives, other achievements and areas for development

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	4.3 Document evaluation information according to organisation procedures and distribute to relevant people

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP002 Plan and conduct group activities	CHCGROUP403D Plan and conduct group activities	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- planned and conducted at least 3 different group activities for groups with diverse participant profiles, including:
    - identified the following resource requirements:
        - financial
        - human
        - physical
    - worked collaboratively with groups to plan activities
- facilitated at least 3 different group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
    - listening
    - questioning
    - effective non-verbal communication
    - empathetic responding
    - paraphrasing
    - summarising
    - negotiation
    - techniques for maintaining group cohesion
    - conflict resolution.

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:

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- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
    - work health and safety
- principles and processes of strengths-based practice
- types and purposes of groups in the community services context
- types of resources required for group activities, including:
    - venues
    - equipment
    - information materials
    - administrative support
    - specialist expertise
- dynamics of groups and group behaviour
- processes and techniques for engaging in, and managing group planning processes
- communication techniques and how these are applied in working with groups, including:
    - collaboration
    - conflict resolution
    - different styles of group leadership
    - effective non-verbal communication
    - empathetic responding
    - listening
    - negotiation
    - paraphrasing
    - questioning
    - summarising
    - techniques for maintaining group cohesion
- relevant models including stages of group development and stages of change

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- types of additional support that may be provided to groups, including:
    - information and resources (internal or external)
    - individualised services
    - referrals to further support.

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:
    - information about group needs
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve groups comprising at least 5 people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCGRP003 Plan, facilitate and review psycho-educational groups

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to plan, facilitate and review psycho-educational groups using the theories and models of group work and strengths-based approaches.

This unit applies to individuals who plan and run psycho-educational groups based on established programs and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan psycho-educational groups	1.1 Identify the focus for the psycho-educational group based on the target group and client needs 1.2 Identify, screen and assess potential group members for suitability according to an established selection process 1.3 Communicate selection and non-selection outcomes to possible group members 1.4 Identify alternative services to meet the needs of group applicants who do not meet the criteria 1.5 Identify the need for, and establish supervision arrangements prior to the group 1.6 Identify, organise and adapt resources required for facilitation of the group
2. Facilitate group processes	2.1 Recognise and respond to individual needs while maintaining group cohesion and within educational boundaries 2.2 Identify, explore and use connections within the group 2.3 Use questions that support exploration of group members' involvement in the group in relation to their whole life experience 2.4 Use responses and interactions to inform observations 2.5 Assist individuals to engage with activities and exercises in the group. 2.6 Maintain effective facilitation of learning through phases of the group 2.7 Monitor interactions between group members to ensure full participation and maximise learning outcomes 2.8 Validate and normalise emotional responses to issues sensitively challenge within the group setting and with regard to duty of care requirements
3. Manage challenges within the group process	3.1 Identify at risk behaviours and implement harm reduction strategies according to the needs of the individual within boundaries of own role 3.2 Respond appropriately to individuals displaying distress or concern in a manner that maximises safety and confidentiality for each individual 3.3 Acknowledge disclosures appropriately and manage group reactions to disclosure 3.4 Identify and contain disruptive behaviour using group activities and discuss appropriate participation in the group

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	3.5 Evaluate and make judgment about when individual may need to leave the group and take action according to organisation procedure 3.6 Make referrals when indicated by client needs according to organisation procedures
4. Review group and participant progress toward set goals	4.1 Progressively monitor and document individual progress toward set goals 4.2 Progressively review and monitor the psycho-educational group program and adjust as required to ensure the program's ongoing relevance for the psycho-educational group 4.3 Communicate decisions to change group activities, group membership or group purpose to the group 4.4 Reflect on group practice and own performance to inform future work 4.5 Participate in and apply learning from supervision to current and future psycho-educational groups

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP003 Plan, facilitate and review psycho-educational groups	CHCFAM416B Implement harm reduction strategies	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGROUP509B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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CHCGRP003 Plan, facilitate and review psycho-educational groups	CHCGROUP408B Facilitate and review a psycho-educational group	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGROUP509B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCGRP003 Plan, facilitate and review psycho-educational groups	CHCGROUP504B Assess group members and their social systems	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGROUP509B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCGRP003 Plan, facilitate and review psycho-educational groups	CHCGROUP509B Manage disclosures and disruptions in groups	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGROUP509B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCGRP003 Plan, facilitate and review psycho-educational groups

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- facilitated and reviewed at least 3 different psycho-educational group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
    - listening
    - questioning
    - effective non-verbal communication
    - empathetic responding
    - paraphrasing
    - summarising
    - negotiation
    - conflict resolution
    - techniques for maintaining group cohesion
    - debriefing
- addressed issues to meet the diverse needs of individuals, including those related to:
    - age
    - culture
    - gender
    - education level
    - learning ability
- identified and developed appropriate responses to at least 3 different challenging and/or potentially harmful situations in the group process.

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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 for psycho-educational group work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations, including boundaries between education and counselling
    - work health and safety
- group work specialisations and the role of psycho-educational group work
- principles and processes of strengths-based practice
- criteria and processes used for selection of psycho-educational groups
- screening processes, and the types of information they may seek or collect, including:
    - alcohol and other drugs abuse
    - criminal history
    - incompatibility with selection criteria
    - language, literacy, numeracy and education abilities that may prevent effective engagement
    - level of emotional reactivity
    - mental health history
    - presence of domestic and family violence
- sources of supervision, and the role of supervision in group work
- types of ‘at risk’ behaviours, including:
    - blame
    - denial
    - detachment
    - disclosure
    - harm references (to self or others)
    - negativity

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- risk management considerations at different stages of the planning and facilitation of groups, including:
    - boundary setting
    - principles of crisis intervention
    - safety planning requirements
    - supervision requirements
    - who may be considered a vulnerable party
- theoretical models and frameworks for working with psycho-educational groups, including:
    - connections between learning in a group and wider life experiences
    - development or modification of existing psycho educational programs to suit group members needs
    - different types of group leadership
    - dynamics in groups
    - ecosystems theory and their influence on people and relationships
    - group boundaries
    - group work specialisations and the role of psycho-educational group work
    - major theories and their key features
    - relevant models for stages of group development
    - stages of group development
- current best practice in relation to psycho-educational groups including:
    - adult learning principles
    - boundaries for psycho-educational groups
    - criteria and processes for selection of psycho-educational groups
    - models and tools for facilitating a psycho-educational group
    - record-keeping processes for the psycho-educational group
    - types of learning activities used
- phases of the group process including:
    - tuning-in phase
    - beginning phase
    - middle phase
    - termination phase
- the needs of different people and groups in psycho-educational groups, and how to meet them, including:
    - individuals of both genders

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    - couples
    - families
- own values, beliefs and experiences which may impact on work practice
- referral sources for group members in need of additional services.

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:
    - group member information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve groups comprising at least 5 people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCGRP004 Deliver structured programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to prepare for and deliver already established short, one-off, structured programs according to format and timing requirements. Programs will have a focus on assisting participants to find solutions to specific challenges through access to information and education relevant to these challenges.

This unit applies to any individual involved in planning and leading established, structured group educational sessions.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Conduct pre-program assessments	1.1 Review program information and discuss program objectives and format with potential group participants to assess program suitability 1.2 Identify and document special needs of potential group participants in pre-group assessment 1.3 Identify participant conditions potentially incompatible with program objectives 1.4 Select participants for group according to selection criteria and complete documentation accordingly
2. Confirm program process	2.1 Clearly communicate program objectives, learning outcomes and structure to participants 2.2 Establish and agree group process and participation guidelines with participants 2.3 Communicate boundaries and limitations of program 2.4 Identify and access resources required for program implementation
3. Implement program	3.1 Deliver program content according to the sequence and procedure identified 3.2 Manage pace of delivery to meet timeline requirements and overall objectives 3.3 Encourage group interaction and manage it to maintain relevancy and ensure equity of discussion amongst participants 3.4 Present material to accommodate relevant discussion and questions, while ensuring key information and processes are delivered within timing requirements 3.5 Use presentation tools and adult learning theories and models effectively 3.6 Provide communication and literacy support to participants as required to ensure equitable access to information 3.7 Summarise information and key learning throughout the program 3.8 Deliver program collaboratively with co-facilitator where required
4. Contain emotional responses	4.1 Ensure strong emotions expressed by participants are acknowledged and affirmed 4.2 Normalise and validate participant experience where appropriate and sensitively challenge where required

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	4.3 Refer participant to support services if required and encourage them to seek follow up support 4.4 Refocus group participants on program process
5. Review achievement of program objectives	5.1 Assess participants' understanding of key concepts and achievement of learning objectives during delivery 5.2 Identify additional issues raised which are not addressed within the scope of the program and initiate referral or follow up action to address them 5.3 Conduct and document program evaluation according to program evaluation process and complete reporting in line with requirements 5.4 Gather and assess feedback on program to guide continuous improvement of delivery 5.5 Review effectiveness of implementation with co-facilitator or supervisor 5.6 Identify opportunities to improve program delivery

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP004 Deliver structured programs	CHCGROUP410B Deliver a structured program	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and	Not equivalent

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		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for CHCGRP004 Deliver structured programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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 for and delivered at least 3 different structured programs within identified resources and timeframes applying adult learning principles and all of the following:
    - demonstration/modelling
    - instruction
    - presentations/lectures
    - guided facilitation of individual and group learning activities
    - initiating and facilitating group discussions
    - brainstorming activities
    - time and process management skills
- used the following communication and interpersonal skills when facilitating group learning:
    - listening
    - questioning
    - effective non-verbal communication
    - empathetic responding
    - paraphrasing
    - summarising
    - negotiation
    - conflict resolution
    - techniques for maintaining group cohesion
    - debriefing

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- addressed planning and facilitation issues to meet the diverse needs of individuals, including those related to:
    - age
    - culture
    - gender
    - education level
    - learning ability.

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 for group work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
    - work health and safety
- subject matter knowledge
- group selection processes
- content and requirements of the learning program and/or delivery plan
- learner group profile including characteristics and needs of individual learners in the group
- different delivery methods and techniques appropriate to face-to-face group delivery, including:
    - demonstration/modelling
    - instruction
    - presentations/lectures
    - guided facilitation of individual and group learning activities
    - initiating and facilitating group discussions
    - brainstorming activities

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    - time and process management skills
- adult learning theory and models
- dynamics of groups and group behaviour
- behaviours in group participants which may indicate difficulties with content or processes
- program evaluation/revision techniques, including:
    - development of assessment criteria
    - developing simple questionnaires and feedback forms
    - administering evaluation forms
    - using questioning for evaluation purposes
- types of additional support that may be provided to groups, including:
    - information and resources (internal or external)
    - individualised services
    - referrals to further support
- own values, beliefs and experiences which may impact on work practice.

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:
    - structured programs for delivery
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - involvement of groups comprising at least 5 people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCGRP005 Plan and provide group counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to plan for group counselling, develop a therapeutic alliance for change with the group, manage the group process and evaluate the outcomes of group counselling sessions. It goes beyond psycho-educational group work.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Plan for group counselling	1.1 Develop criteria for appropriate participant selection

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	1.2 Implement ethical processes for participant selection according to nature of the intervention and individual client needs 1.3 Document and record member selection process in line with established practice and organisation procedures 1.4 Identify a suitable supervisor for group counselling and negotiate a supervision plan based on the planned counselling and participate profile
2. Develop a therapeutic alliance for interpersonal learning and change	2.1 Establish agreements with group members about the way that the group will operate 2.2 Develop goals for and with the counselling group according to the nature and needs of the group 2.3 Share information that prepares group members for participation in the group process 2.4 Develop appropriate safety measures between the group and group leader 2.5 Reflect on and respond to potential influence of own values on group participants
3. Manage the group counselling process	3.1 Model and encourage respectful communication within the group that addresses the diversity of participant needs 3.2 Manage key transitions and stages of group development using established group work practices and engagement strategies 3.3 Facilitate the group in ways that assist participants to develop connections with each other and with their own thoughts, feelings and actions 3.4 Use strategies that assist group members to develop self awareness, awareness of change and their use of defences 3.5 Identify and manage issues of transference and counter transference 3.6 Identify and manage conflict and negative behaviours constructively 3.7 Monitor the therapeutic alliance at an individual and whole-of-group level 3.8 Facilitate group member debriefing according to individual needs

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	3.9 Document observations and outcomes of sessions according to professional standards and organisation requirements
4. Evaluate and reflect on group counselling	4.1 Evaluate group member patterns of improvement and change according to individual and group goals 4.2 Use evaluation processes that allow group members to provide feedback 4.3 Integrate evaluation of group counselling sessions into a broader reflective practice framework 4.4 Participate in supervision according to planned approaches and apply learning to future work

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP005 Plan and provide group counselling	CHCFCS805B Provide group counselling	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFCS805B/CHCGROUP805B/CHCGROUP806B/CHCGROUP807B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCGRP005 Plan and provide group	CHCGROUP805B Support change in the social systems of group members	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFCS805B/CHCGROUP805B/CHCGROUP806B/CHCGROUP807B. Significant changes to the elements and performance criteria. New evidence requirements for	Not equivalent

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counselling		assessment including volume and frequency requirements. Significant change to knowledge evidence.	
CHCGRP005 Plan and provide group counselling	CHCGROUP806B Plan group interventions	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFCS805B/CHCGROUP805B/CHCGROUP806B/CHCGROUP807B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCGRP005 Plan and provide group counselling	CHCGROUP807B Implement group interventions	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFCS805B/CHCGROUP805B/CHCGROUP806B/CHCGROUP807B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCGRP005 Plan and provide group counselling

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- planned, facilitated and evaluated at least 3 different group counselling sessions, each with a minimum group size of 5 people
- facilitated sessions that individually or cumulatively involve:
    - sessions with varied goals
    - participants of different genders ages
    - participants with different issues and challenges
- managed the group counselling process according to established group work principles using the following communication and counselling skills:
    - challenging
    - collaboration
    - conflict resolution
    - different styles of group leadership
    - effective non-verbal communication
    - empathetic responding
    - focusing
    - listening
    - negotiation
    - paraphrasing
    - reframing
    - questioning
    - summarising
    - techniques for maintaining group cohesion

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- completed a structured process of evaluation and reflection for at least 3 group counselling sessions.

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 for group counselling work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - ethical dilemmas in practice, and processes for ethical decision-making
    - mandatory reporting
    - practitioner client boundaries and implications of unequal balance of power
    - privacy, confidentiality and disclosure, including limitations
    - records management
    - work role boundaries – responsibilities and limitations of group interventions
    - work health and safety, including:
        - stress management
        - supervision requirements for group counselling work
- nature of complex interpersonal interactions and relationship, including:
    - abuse
    - conflict
    - power balances
    - how these play out in group situations
- systemic therapeutic group work interventions and their application and evidence base:
    - cognitive/behavioural
    - solution focused
    - systemic approaches
    - mutual aid model
- strengths, limitations, and contraindications of specific group counselling models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- how group counselling may be used at the:

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    - individual level
    - sub group level
    - whole-of-group level
- processes, practices and factors for consideration in selecting participants for group counselling
- types of information and supports needed to prepare participants for group counselling
- models, theories, principles and practices of group work, including:
    - establishing agreements about how the group will operate and guidelines for behaviour
    - different stages of group development
    - different types of group leadership
    - uses and abuse of group techniques
    - responses to disclosures in groups
    - management of conflict and challenging behaviour
    - strategies for learning and change
- transference and counter transference issues that arise in group counselling and how to manage these
- group and individual defences and how these can be managed
- communication and counselling techniques and how they are applied in the group process:
    - challenging
    - collaboration
    - conflict resolution
    - effective non-verbal communication
    - empathetic responding
    - focusing
    - listening
    - negotiation
    - paraphrasing
    - reframing
    - questioning
    - summarising
- factors that affect the dynamics of a group, including:
    - attempted sabotage of process
    - avoidance of discussion of conflict

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    - challenging feedback
    - conflict between or among participants/ facilitators
    - group splitting
    - inappropriate use of behaviour or relationships
    - manipulation of other participants
- challenges and mistakes in leading counselling groups and strategies for how to address and avoid these
- methods for measuring effectiveness of group counselling interventions
- role of reflective practice and the nature of a counselling reflective practice framework
- referral sources for group members in need of additional services
- role and importance of self awareness and influence of own beliefs and attitudes.

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:
    - group member information
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve groups comprising at least 5 people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCHCS001 Provide home and community support services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work in a home support environment and community settings with individuals, family members, staff, visitors, suppliers and others to meet established work requirements.

This unit applies to workers in a community services context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine requirements of individual plan	1.1 Read and interpret individual plan, goals and confirm required equipment, processes and aids 1.2 Confirm purpose and time of visit with the relevant person 1.3 Prepare equipment, resources and/or documents required for the purpose of the visit and contingencies
2. Establish relationship in the home	2.1 Follow organisation's procedures to assure the person of your identity before entering the house 2.2 Communicate with the person to provide information, clarify purpose of visit and confirm the person's consent 2.3 Provide opportunity for the person to identify and express any issues or concerns in relation to the visit and/or associated matters 2.4 Engage appropriately with others in the place of residence in accordance with organisation policies 2.5 Check for hazards to own and others' health and safety and implement controls to manage risk
3. Operate respectfully in the home	3.1 Negotiate how to best implement the individual plan to suit the person within organisation procedures and respecting that the work setting is the person's home and personal space 3.2 Comply with duty of care requirements of role in relation to the person and any other people 3.3 Demonstrate respect and sensitivity toward the person and their place of residence 3.4 Deal with ethical dilemmas, behaviours of concern, possible abuse and/or neglect in accordance with relevant policies and procedures 3.5 Maintain confidentiality in accordance with legislation and organisation policy and procedures
4. Complete reporting and documentation	4.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor 4.2 Complete and maintain documentation according to organisation policy and protocols and using technology required in the workplace 4.3 Ensure any arrangements for follow up visits are recorded and implemented

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCHCS001 Provide home and community support services	CHCHC311C Work effectively in home and community care	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCHCS001 Provide home and community support services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- provided services to individual/s in at least 2 different home or community support settings
- used appropriate inter-personal skills:
    - establishing a positive relationship with the individual
    - seeking clarification of tasks
    - interpreting and following instructions

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 for providing home and community services, including:
    - codes of practice
    - basic home fire safety and associated state/territory smoke alarm legislation
    - dignity of risk
    - duty of care
    - privacy, confidentiality and disclosure
    - practice standards
    - work role boundaries – responsibilities and limitations
    - work health and safety
- relevant organisation policies and procedures and how to access them, including risk management practices when the work environment is a person’s home

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- personal and property security procedures, including personal security protocols and equipment
- relevant policy and programs, including:
    - home and community care (HACC)
    - Department of Veterans' Affairs (DVA)
    - government community care directions
- implications for work in the sector including:
    - person-centred practice
    - consumer-directed care
    - empowerment and disempowerment
- indicators of abuse and/or neglect, including:
    - physical
    - sexual
    - psychological
    - emotional
    - financial

Assessment Conditions

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and any relevant equipment outlined in the plan
    - personal protective equipment
    - relevant organisation policies and procedures

Overall, assessment must involve workplace interactions with people in their home, colleagues, families/carers and working with the person's individualised plan.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCHCS002 Coordinate and monitor home based support

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal change 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 coordinate and monitor the delivery of home based support services.

This unit applies to workers in a community services context. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Establish and maintain appropriate relationships with the person and carer	1.1 Communicate in a manner that develops and maintains trust and respects cultural sensitivities and individual differences 1.2 Maintain confidentiality and privacy of the person according to organisation policy and protocols 1.3 Support the interests, rights and decision-making of the person in all dealings 1.4 Ensure the person has information and understands their rights and the organisations responsibilities, service guidelines and costs
2. Determine the person's needs	2.1 Clarify any existing requirements of the person based on previous assessments and existing individualised plan, if relevant 2.2 Determine the person's goals, capacities and service needs using strategies appropriate for the person and circumstances 2.3 Determine the person's needs according to government and organisation procedures, policies, standards and legislation 2.4 Gather information consistent with the person's requirements and identify indicators where additional information might be required in some areas 2.5 Identify the person's language and cultural or religious practices which support staff would need to adhere to or which may require change in work practices 2.6 Complete documentation according to organisation procedures
3. Determine safety requirements for support	3.1 Identify hazards that would be associated with providing support 3.2 Identify potential areas to minimise risk

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	3.3 Support the person to address the hazard and control risks, where the risk cannot be managed within organisation's legitimate role 3.4 Complete documentation according to organisation procedures
4. Provide appropriate support staff	4.1 Identify best match to the person's requirements 4.2 Provide necessary details to support the person 4.3 Provide details to work safely in the person's home 4.4 Confirm organisation policies and procedures, duty of care and legislative requirements 4.5 Determine job role boundaries and record-keeping requirements 4.6 Identify any skill concerns and report need for training and other support
5. Monitor support services	5.1 Check the person's functioning and progress using a range of information 5.2 Identify any issues and concerns may be present 5.3 Address any concerns with the support worker, and if necessary the person 5.4 Identify strategies to address concerns and issues

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCHCS002 Coordinate and monitor home based support	CHCHC401C Coordinate and monitor home-based support	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCHCS002 Coordinate and monitor home based support

Modification History

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

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:

- coordinated and monitored services to at least 2 people in different home and community support settings

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 for home based support services, including:
    - codes of practice
    - basic home fire safety and associated state/territory smoke alarm legislation
    - dignity of risk
    - duty of care
    - privacy, confidentiality and disclosure
    - practice standards
    - relevant organisation procedures, policies, awards and standards and how to access them
    - work role boundaries for people working in the community, responsibilities and limitations
    - work health and safety (WHS)

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- emergency response procedures
- WHS risk assessment in the home and community workplace environment
- strategies to determine needs of older people and people with disabilities in a home and community environment
- the nature and significance of working in the person's home and in community venues
- personal and property security procedures

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCINM001 Meet statutory and organisation information requirements

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to ensure effectiveness and efficiency of the organisation's information system.

This unit applies to work in a range of health or community service contexts where work may be carried out by senior workers working autonomously within broad guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Identify and address information requirements	1.1 Use appropriate mechanisms to identify organisation and statutory information requirements

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	1.2 Identify gaps or inadequacies in the organisation's information systems 1.3 Analyse any substantial breakdowns in methods of recording, storing and accessing information for cause and effect, and take corrective action 1.4 Collect, analyse and prepare data on information needs in ways to inform decision-making
2. Review options for information management	2.1 Identify and periodically evaluate sources of information 2.2 Identify, evaluate and prepare options for the development of information systems in consultation with users 2.3 Identify, calculate and evaluate financial and technological resources required for systems
3. Establish and manage systems to record and store information	3.1 Develop, implement and document systems that meet organisation and statutory information requirements for recording, storing and accessing information 3.2 Implement strategies to address any gaps in meeting current information requirements in consultation with stakeholders
4. Develop staff and resources	4.1 Analyse staff training needs in relation to information systems and in accordance with legislative and organisation requirements 4.2 Organise training or retraining in accordance with training needs analysis 4.3 Support and supervise the development of information and educational resources 4.4 Develop content and format guidelines in consultation with stakeholders to guide production of resources 4.5 Recruit appropriate expertise to develop information and training resources
5. Evaluate and maintain quality information systems	5.1 Routinely evaluate adequacy of information systems used to record and store information for effectiveness, efficiency, security and integrity and introduce new methods as necessary

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	5.2 Monitor validity, currency and usefulness of information and take appropriate actions for disposal or storage 5.3 Monitor ongoing development of information systems and training resources in consultation with users 5.4 Implement strategies to continuously improve effectiveness of information systems and resources

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCINM001 Meet statutory and organisation information requirements	CHCINF505D Meet statutory and organisation information requirements	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCINM001 Meet statutory and organisation information requirements

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- established and managed 1 organisation or departmental information system:
    - assessed and analysed information requirements in consultation with stakeholders
    - reviewed options for system, including financial and technological resource requirements
    - designed and documented system
    - implemented processes to support information management system and development of information resources
    - evaluated information management system against objectives

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:

- workload analysis models and systems
- relevant policy and procedures and work systems
- systems analysis models and theories
- legal and ethical considerations relating to organisation and statutory information requirements
- range of current and emerging information technology relevant to addressing organisation information requirements
- consultation processes and techniques
- training needs analysis
- communication dissemination models

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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:
    - current information and communication technology (ICT) systems
    - statutory requirements
- modelling of industry operating conditions

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCINM002 Meet community information needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work with community groups and individuals to identify and address their information needs.

This unit applies to work at all levels in a range of community service or health contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Identify information requirements	1.1 Use appropriate mechanisms to identify information requirements of the community and specific groups

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	1.2 Collect and maintain current, accurate and comprehensive information on a range of relevant issues and services for the community or group 1.3 Identify gaps or inadequacies in the information base including out-of-date or redundant material
2. Address information requirements	2.1 Where possible, access existing information sources to meet individual and community needs 2.2 Implement strategies to address any gaps in meeting current information requirements 2.3 Where new information materials need to be developed, explore and discuss options in consultation with users, colleagues and stakeholders 2.4 Identify implementation requirements in the planning of new information and/or materials 2.5 Identify appropriate formats for the presentation of information to different audiences 2.6 Develop information resources using appropriate technology
3. Evaluate and maintain quality information	3.1 Routinely evaluate adequacy of existing information sources and materials to meet community needs 3.2 Implement strategies to continuously improve effectiveness of information materials and systems

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCINM002 Meet community information needs	CHCINF407D Meet information needs of the community	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCINM002 Meet community information needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- assessed and addressed information needs of 1 community and/or specific group, including:
    - analysed current capacity for needs to be met
    - determined requirements for new materials
    - developed at least 1 information resource

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:

- a range of sources that can be used to obtain information
- a range of options for sharing information, including digital media
- a range of systems that can be used to store and record information
- features of information management systems
- formatting and presentation options
- technology for preparation, formatting, editing and publishing materials and information

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.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH001 Work effectively in the leisure and health industries

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work in a context within which leisure and health work occurs and to effectively support its role in enhancing well being.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Provide appropriate leisure and health services	1.1 Demonstrate understanding of the value of leisure, recreation and play in enhancing well being

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	1.2 Identify different work environments, services and work roles within the industry 1.3 Work within the current models of leisure and health practice 1.4 Ensure clients participate in all aspects of service planning and support activities 1.5 Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs 1.6 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities
2. Operate within the policies and procedures of the leisure and health sector	2.1 Read relevant organisation policies and discuss with colleagues and team 2.2 Ensure all work is consistent with relevant statutory and legislative provisions 2.3 Work ethically and within duty of care requirements recognising dignity of risk 2.4 Seek information for professional development, further training options and identify potential career pathways

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH001 Work effectively in the	CHCRH401C Work effectively in the	This version was released in CHC	Not equivalent

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leisure and health industries	leisure and health industry	Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCLAH001 Work effectively in the leisure and health industries

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked effectively as part of an interdisciplinary team, involving at least 3 other people, within the leisure and health framework
- networked with at least 2 professionals in the leisure and health industry and documented the networking process

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage 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:

- different contexts of the leisure and health sector:
    - historical
    - social
    - political
    - economic
- current issues which impact on the leisure and health sector and different models of leisure and health
- views of key stakeholders and representatives from relevant target groups about leisure and health
- underpinning values and philosophy of the leisure and health sector
- models of leisure and health practice and how these models can be used in a practical manner within a leisure and health environment
- current issues facing clients and existing services to address their needs and rights
- facts and myths about the value of leisure and recreation in enhancing health and well being

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- holistic and person-centred practice
- importance of consumer input, choice and respecting individual recognition
- ways in which a leisure and health professional can ensure clients participate in the planning of the leisure and recreation programs within a service
- advantages of working in an interdisciplinary team
- benefits of leisure activities for clients, including:
    - children
    - young people
    - people with a disability
    - people with an illness
    - people who are ageing
- working with people from culturally, spiritually and linguistically diverse backgrounds, including Indigenous Australian culture
- legal and ethical considerations for leisure and health:
    - dignity of risk
    - duty of care
    - privacy, confidentiality and disclosure
    - work health and safety (WHS)
- principles and practices
    - access and equity
    - client empowerment/disempowerment
    - quality of life
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - organisation policies and procedures
    - information/documentation relevant to leisure and health activities
    - scenarios that focus on working within an interdisciplinary team with leisure and health responsibilities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to contribute to the creation, planning, coordination, delivery and evaluation of appropriate leisure and health activities for individuals and groups.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify activities to match leisure and health needs of the client or group	1.1 Work with health practitioners and key stakeholders to develop activity plans 1.2 Collect and review relevant information to establish the needs of leisure and health clients, based on the leisure and recreation assessment 1.3 Identify and review a range of possible activities to meet needs 1.4 Select activity focus and type based on client needs, organisation's criteria and resource availability 1.5 Undertake an activity analysis to match client needs to the characteristics of the activity 1.6 Undertake an assessment of outing requirements, where appropriate 1.7 Undertake risk assessment for activities, programs and outings
2. Assist with the preparation of activity plan	2.1 Undertake appropriate planning of activities within team context to ensure client needs are met 2.2 Incorporate consultation with clients and stakeholders into planning of activities 2.3 Determine operational arrangements for conducting the activity and assess for feasibility 2.4 Develop and document goals and outcomes for each activity 2.5 Include appropriate implementation and evaluation strategies in the activity plan 2.6 Develop plans to include activity modifications required to meet client needs 2.7 Document resource adaptations, where appropriate, according to organisation procedures and protocols 2.8 Ensure planned activities reflect accepted best practice in working with leisure and health clients 2.9 Document the activity plan according to organisation procedures and protocols
3. Identify and obtain required resources	3.1 Devise and implement strategies to obtain and utilise necessary human, financial and physical resources

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	3.2 Make submissions to potential sources, in accordance with relevant guidelines, where required resources are not readily available 3.3 Evaluate, select and arrange suitable locations for program implementation 3.4 Identify a range of leisure and recreation options and experiences suitable to client needs 3.5 Identify components of an activity relevant to the abilities of the client 3.6 Modify and adapt activities to meet client needs, where necessary 3.7 Conduct resource audit
4. Promote activity or program	4.1 Identify potential program users and design and distribute appropriate information to achieve maximum response 4.2 Evaluate effectiveness of promotional activities and make changes as indicated by response 4.3 Develop motivational strategies to maximise client participation 4.4 Evaluate effectiveness of motivational strategies and make amendments as indicated by the response
5. Deliver activity or program	5.1 Implement activities in accordance with program plan, organisation guidelines and legislative requirements 5.2 Provide participants with access to a range of activities suited to their needs and interests 5.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 5.4 Adapt program to changing needs of participants as required 5.5 Promptly address problems in delivery of activities 5.6 Use effective facilitation techniques in the delivery of activities 5.7 Develop strategies to deal with challenging behaviour

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	5.8 Implement strategies to deal with challenging behaviour 5.9 Monitor levels of client participation 5.10 Amend activity to facilitate an appropriate level of client participation
6. Evaluate activity	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders 6.2 Routinely use appropriate evaluation, revision and development strategies during and after the activities 6.3 Collect, organise and report evaluation information in a format that is accessible and meaningful to clients and stakeholders 6.4 Prepare and present reports as required
7. Document the activity or program	7.1 Determine documentation requirements that reflect accepted best practice in working within the leisure and health profession 7.2 Conduct documentation processes according to organisation guidelines and legislative requirements 7.3 Evaluate the effectiveness of documentation

Foundation Skills

The Foundation Skills describe those required skills (such as 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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCLAH002 Contribute to leisure and health programming	CHCRH402B Undertake leisure and health programming	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCLAH002 Contribute to leisure and health programming

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- contributed to the planning, delivery and evaluation of 3 leisure and health activities for a client or group of clients
- documented 4 activity modifications/adaptations that have been investigated
- visited a suitable outing venue for a chosen client or group of clients
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- at least 15 activity ideas that could be included in a holistic leisure and health program
- current documentation requirements and expectations within the profession
- aspects of holistic health:
    - emotional
    - social
    - physical
    - mental
    - spiritual
- levels of human needs:
    - universal
    - developmental
    - special

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- legal and safety requirements as they relate to activities and programs
- risk and outing assessment processes
- relevant funding sources
- provision of support to a diverse range of people and organisations
- cross cultural communication, negotiation and facilitation
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and equipment or resources outlined in the plan
    - information/documentation relevant to leisure and health activities
    - scenarios that focus on working within an interdisciplinary team with leisure and health responsibilities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to participate in planning, implementation and evaluation of programs providing activities for individuals.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Gather and record detailed information about clients	1.1 Use appropriate methods to assess client's leisure and health needs according to specific purpose and under the guidance of an experienced worker 1.2 Use a variety of appropriate recording methods under the guidance of an experienced worker 1.3 Record information using holistic approach to health and well being of clients 1.4 Participate in the analysis of information gained to identify individual strengths, needs, interests and preferences 1.5 Maintain confidentiality while observing and recording
2. Participate in the design of individual program plans	2.1 Use a consultative approach based on the client's leisure and health needs assessment 2.2 Identify and include a range of resources and ideas to meet the client's leisure needs based on lifestyle, interests, and social context relevant to the individual and their community 2.3 Identify and include ways in which the health, well being and abilities of individuals are enhanced 2.4 Incorporate the additional and specific leisure and recreation needs of clients while reflecting the philosophy and goals of the service 2.5 Assist with the documentation of an individual program plan for clients based on information gathered during assessment
3. Implement individual program plans	3.1 Contribute to developing the setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability 3.2 Contribute to developing timetables that provide structure and flexibility and serve as a communication tool 3.3 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with role and service requirements 3.4 Gather and organise resources required for the individual program plan 3.5 Organise off-site outings as extension of program where appropriate, according to directions 3.6 Maintain ongoing communication with those involved in the program

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	3.7 Identify concerns about current individual program plans and refer appropriately
4. Monitor and evaluate individual program plans	4.1 Assess progress of each individual using specified processes 4.2 Contribute to regular review of the individual program plan 4.3 Regularly document and evaluate individual program plan outcomes according to individual needs and service requirements 4.4 Clearly identify criteria for documentation and evaluation and use for review

Foundation Skills

The Foundation Skills describe those required skills (such as 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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs	CHCRH404B Plan, implement and monitor leisure and health programs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked with 3 clients to:
    - gather and record detailed information using appropriate assessment methods
    - participate in the design of their programs and documented the program plans
    - implement the programs according to the plan or instructions
    - monitor and evaluate the program plans
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- theories of:
    - development and building in the strengths of complex needs clients
    - inclusion and non-discriminatory practices
    - segregation
    - integration
- current documentation requirements and expectations within the profession
- client assessment processes
- data collection methods
- different approaches to program planning and development

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- criteria for selecting a specific programming approach
- a variety of leisure experiences including:
    - art
    - music
    - sport
    - craft
- facilitation and motivational techniques
- legal and safety requirements as they relate to activities and programs
- risk assessment processes
- sources of information to be used as resources for individual program plan development
- relevant quality improvement and accreditation system principles
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plans

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH004 Participate in planning leisure and health programs for clients with complex needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to understand and work with individuals and groups with complex needs when participating in planning for leisure and health service provision.

This unit applies to workers in a range of community services contexts who provide leisure and health services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Participate in profiling specific client needs	1.1 Determine specific client issues, characteristics and symptoms 1.2 Identify the impact of any issues, characteristics and symptoms on participation in leisure 1.3 Determine a range of strategies and modifications that will enable the client to maximise their participation in leisure and recreation programs
2. Promote inclusion and empowerment	2.1 Follow principles of integration in recreational and leisure activities 2.2 Identify the advantages of integration in recreational and leisure activities 2.3 Identify the disadvantages of segregation in recreational and leisure activities 2.4 Identify mechanisms to empower clients with complex needs through recreational and leisure activities
3. Contribute to the plan for addressing the impact of client issues, characteristics and symptoms	3.1 Determine the recreational and leisure needs of clients with complex needs 3.2 Identify the benefits of participation in recreational and leisure activities in relation to meeting identified needs 3.3 Identify barriers to participation in recreational and leisure activities 3.4 Develop strategies for overcoming identified barriers 3.5 Involve stakeholders and significant others in planning to manage barriers to recreational and leisure activities according to client's needs
4. Participate in the development of effective strategies for working with clients with complex needs	4.1 Examine the range of issues facing people with complex needs and the impact these issues have on their lives in relation to leisure and recreation participation 4.2 Demonstrate the use of appropriate language when working with clients with complex needs

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	4.3 Design strategies that are relevant to cultural and social contexts of the individual and their community 4.4 Adapt activities, programs, the environment and equipment to optimise client involvement in leisure and health programs 4.5 Document strategies for work with clients with complex needs within an individual program plan and activity plan

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH004 Participate in planning leisure and health programs for clients with complex needs	CHCRH405B Plan leisure and health programs for clients with complex needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant	Not equivalent

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		changes to knowledge evidence.	

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Assessment Requirements for CHCLAH004 Participate in planning leisure and health programs for clients with complex needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- participated in planning leisure and health programs to meet the requirements of 3 clients with complex needs (of which 1 must be a person with disability)
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- a range of complex needs, including causes and symptoms associated with the condition, including:
    - physical
    - emotional
    - cognitive
    - sensory
    - communication
    - psychiatric
    - disadvantaged groups
- theories of:
    - development and building in the strengths of complex needs clients
    - inclusion and non-discriminatory practices
    - segregation

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    - integration
- importance and value of empowerment
- different approaches to program planning and development
- respect for different expectations of client, significant others and support staff
- facilitation methods for a variety of leisure and health activities
- relevant quality improvement and accreditation system principles
- leisure and health programs that promote well being, social justice and equity of clients with complex needs

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to understand how human behaviour across the lifespan development stages, and sociological concepts of health and leisure impact on leisure and health programming and client participation.

This unit applies to workers assisting in leisure and health activity programming in a range of contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify the lifespan developmental stages of the client	1.1 Identify relevant aspects of human physical, social and intellectual development according to client's lifespan development stage 1.2 Identify relationship between the lifespan development stage and the needs, interests and skills of the client 1.3. Identify behaviours of the client consistent with lifespan development stage 1.4 Identify and monitor cognitive processes of the client which may impact on development stages across the lifespan
2. Identify how the Australian social context of health might impact on client participation	2.1 Identify key social aspects of health provision in Australia and how they might impact on clients 2.2 Identify how demographic issues impact on client health 2.3 Identify health issues that impact on the provision of health services to clients
3. Identify how the Australian social context of leisure might impact on client participation	3.1 Identify the role of leisure, in a range of different contexts, as part of everyday life for clients 3.2 Identify different approaches to leisure at different stages of the life cycle and how this impacts on clients 3.3 Identify clients perceptions and attitudes towards leisure
4. Identify strategies for participation	4.1 Implement a range of motivational strategies to maximise participation 4.2 Ensure strategies are age and culturally appropriate and clearly communicated with clients 4.3 Determine if client perceptions of health, wellness, illness and disability are impacting on participation in leisure activity 4.4 Incorporate protective and inclusive practices into leisure service delivery 4.5 Recognise 'acceptable' and 'unacceptable' behaviour or responses to illness and respond in accordance with organisation guidelines

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming	CHCRH406A Apply knowledge of human behaviour in leisure activity programs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH406A and CHCRH407A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming	CHCRH407A Apply sociological concepts to leisure and health	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH406A	Not equivalent

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		and CHCRH407A. Significant change to the elements and performance criteria.New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

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Assessment Requirements for CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- assisted with the development of at least 3 leisure activity programs to cater for the needs and interests of clients with varying cognitive and functioning abilities

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:

- meaning of terms, including:
    - sociology, society, social structure, socioeconomic status
    - culture, gender, trans-cultural
    - institutions, power
- ways specific groups in Australia approach leisure and how these approaches are shaped by the society in which they live
- factors that have had negative and positive impact on individual leisure, including:
    - legislation governing access for people with disabilities
    - changes to Australian society
- the (micro) culture of the workplace and the impact of health care provision on workers and clients
- the social context of health and leisure to the development of leisure activity programs
- human physical, social, and intellectual development across the lifespan
- perceptions of illness, disability, health and wellness and ways clients respond to illness or disability, including trans-cultural differences in the ways people respond

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- the experience of disability
- the sociological perspective of disability to the development of leisure activity programs
- definition, impacts and common perceptions of disability
- human cognitive processes, including key aspects relating to:
    - memory
    - decision-making
    - reasoning
    - communicating
- memory including:
    - procedural memory
    - episodic memory
    - semantic memory
- key aspects and psychosocial needs of a person with impaired functioning or cognition, including processes associated with acquired brain injury and dementia
- different models of disability and the impact on service provision for people with disabilities
- strategies for facilitating integration of a client with a disability or disabilities into leisure activities
- Australian health system and its impact on different groups, including:
    - older people
    - people with disabilities
    - people living in rural and remote areas
    - Aboriginal and/or Torres Strait Islander Australians
- how own work context fits into the Australian health system, including:
    - provision of funding
    - accreditation and registration requirements
    - private versus public sector
    - minimum qualifications levels

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.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to undertake advanced planning, coordination implementation and evaluation of programs for the provision of activities for individuals and groups.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan comprehensive assessment of a client	1.1 Select appropriate leisure and health assessment tools 1.2 Develop agency specific assessment tool when appropriate assessment tool is not already available 1.3 Coordinate the application of the assessment tool 1.4 Evaluate the effectiveness of the assessment tool and process 1.5 Critically analyse and interpret assessment results 1.6 Maintain confidentiality while assessing and documenting assessment findings and results
2. Facilitate the design of programs	2.1 Design programs using a consultative approach based on the client's needs assessment 2.2 Ensure program designs are relevant to cultural and social contexts of individuals and their community and reflect multi-cultural perspective 2.3 Develop and document individualised leisure and health program plans from the results of the assessment 2.4 Coordinate planning and design of leisure and health programs for individuals and groups 2.5 Schedule programs using clinical judgement to establish frequency, intensity and duration of leisure and health programs 2.6 Develop motivational strategies to maximise client involvement in leisure and health programs 2.7 Develop tools and processes to monitor levels of participation in leisure and health programs 2.8 Undertake activity analysis and document activity plans
3. Coordinate the implementation of programs	3.1 Ensure required resources are planned, identified and organised according to relevant needs, interests and timeframe available 3.2 Develop setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability 3.3 Plan and develop timetables that provide structure and flexibility and serve as a communication tool

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	3.4 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with service requirements 3.5 Organise off-site excursions as extension of program where appropriate 3.6 Maintain ongoing communication with those involved in the program 3.7 Identify and utilise facilities, materials and equipment
4. Monitor and evaluate leisure and health programs	4.1 Assess progress of each individual 4.2 Establish opportunities for regular review of program by all participants and workers 4.3 Clearly identify criteria for documentation and evaluation of leisure and health programs and use for review 4.4 Determine the appropriate range of evaluation tools and processes 4.5 Develop agency specific evaluation tools 4.6 Analyse and interpret evaluation results 4.7 Regularly document and evaluate program outcomes according to individual, role and service requirements 4.8 Use evaluation results and information to facilitate further design of programs and implement changes

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs	CHCRH503B Develop leisure and health programs for clients with special needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH504B and CHCRH503B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.	Not equivalent
CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs	CHCRH504B Coordinate planning, implementation and monitoring of leisure and health programs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRH503B and CHCRH504B. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- critiqued at least 1 leisure and health client assessment form identifying its strengths, weaknesses and areas for improvement
- managed leisure and health programs for 3 individuals and 3 groups
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work

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:

- assessment processes and techniques used for leisure and health programs
- professional documentation requirements in relation to health programs
- the role of leisure and health programs
- models of professional practice including:
    - social model
    - leisure flow
    - leisure ability
    - integrated community recreation model
    - community
    - person-centred practice
- different approaches to program planning and development
- criteria for selecting a specific programming approach
- assessment of key variables to guide decision-making about programming approach

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- facilitation methods for a variety of learning experiences, including art, music, sport
- up-to-date information for program development and a range of sources to access this information
- relevant quality improvement and accreditation system principles
- inclusion and non-discriminatory practices and associated legislation as it applies to leisure and health programs
- work health and safety (WHS) principles and practices

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and equipment or resources outlined in the plan
    - leisure and health assessment and evaluation tools

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH007 Conduct a program for children and young people with special needs

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 undertake planning, coordination implementation and evaluation of programs for children and/or young people with special needs.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Plan and prepare a program and/or activity	1.1 Apply currently accepted practices to planning and design of specific programs to meet individual needs 1.2 Identify specific needs of the child and/or young person by conducting routine assessments and reading existing records 1.3 Identify planned outcomes for the child and/or young person, including key milestones and targets 1.4 Research programs to assist in planning to meet developmental needs of child and/or young person with special needs 1.5 Identify relevant support services that are required 1.6 Develop and document an individual program in consultation with child and/or young person and their carers 1.7 Identify options for addressing non participation and non achievement of outcomes
2. Establish operational arrangements	2.1 Seek agreement from child and/or young person and their carers about participation in the program and/or activity prior to commencement 2.2 Determine range of activities to be utilised in program according to the needs of child and/or young person 2.3 Identify additional support requirements of child and/or young person 2.4 Identify special resources required for the program and source prior to program commencement
3. Establish effective communication	3.1 Provide instructions in a communication style suitable to the child and/or young person 3.2 Provide and seek feedback on session technique, participation and correct usage of equipment from child and/or young person and their carers 3.3 Enlist specialist communication support where it is required

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	3.4 Make adjustments to program, when necessary, based on an assessment of conditions and status of child and/or young person
4. Conduct the program	4.1 Apply current accepted practices to delivery of specific programs in accordance with role and service requirements 4.2 Conduct appropriate activities within program to suit abilities of individuals and/or group 4.3 Select activities within program to take into account individual structural and functional variations to human body and to enhance emotional well being of child and/or young person with special needs 4.4 Assist with provision and use of aids, including modification, as appropriate 4.5 Provide information and demonstration to child and/or young person on safe and responsible behaviour and make them aware of rules, codes and organisation health and safety requirements 4.6 Follow organisation procedures for collection of equipment and check for damage and/or wear
5. Evaluate the effectiveness of the program	5.1 Put in place processes to evaluate the effect on self-esteem and confidence of child and/or young person 5.2 Seek feedback from child and/or young person and their carer about value of and responses to specific activity 5.3 Implement processes to monitor participation and progress of child and/or young person 5.4 Modify program based on findings to ensure the individual's needs continue to be met

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH007 Conduct a program for children and young people with special needs	CHCRH505C Conduct a program for children and young people with special needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCLAH007 Conduct a program for children and young people with special needs

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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:

- conducted 3 programs for children and/or young people with special needs

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:

- factors influencing the conduct of a specialised program and/or activity
- legal and ethical considerations for leisure and health and how they are applied in the organisation:
    - children in the workplace
    - duty of care
    - discrimination
    - work health and safety
- relevant modified equipment and activities
- impact of disability on participation in programs including recreation programs
- social, political, cultural, historical issues that may affect or are relevant to people with a disability
- screening processes for entry into programs and/or activities

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- relevant precautions in programs and/or activities
- a range of exercises and activities, including:
    - stretching and mobility
    - chair based, floor work and balance
    - strengthening and conditioning

Assessment Conditions

Skills must have been demonstrated the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCLAH008 Provide leisure education

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to assist clients to develop appreciations, interests, skills and opportunities to use leisure in personally rewarding ways.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Develop leisure education programs based on the individual client's needs	1.1 Determine the suitability of the client for involvement on a leisure education program 1.2 Determine the components of a leisure education program that would be of benefit to the client, using appropriate assessment tools and processes 1.3 Determine leisure education goals based on assessed needs 1.4 Develop a leisure education program incorporating the required components 1.5 Document leisure education session plans and include particular detail on content and processes
2. Conduct leisure education programs	2.1 Develop professional relationships with client, colleagues and other relevant parties 2.2 Use appropriate helping skills relevant to the client and leisure education program 2.3 Adapt the environment and equipment to maximise client participation 2.4 Use effective presentation techniques with an emphasis on encouraging participation 2.5 Encourage and assist the client to achieve documented goals 2.6 Be flexible and adapt the leisure education session plan where necessary
3. Evaluate the effectiveness of leisure education programs	3.1 Determine criteria for evaluation and review 3.2 Assess client progress against goals 3.3 Determine the effectiveness of individual education sessions and the leisure education program as a whole 3.4 Document and evaluate program outcomes according to the client's needs 3.5 Facilitate further design of leisure education programs using results and information from evaluation

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH008 Provide leisure education	CHCRH506A Provide leisure education	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.	Not equivalent

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Assessment Requirements for CHCLAH008 Provide leisure education

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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, planned, implemented and documented a leisure education program, including 2 session plans for at least 2 of the following purposes:
    - personal understanding of leisure
    - range of opportunities to participate
    - skill development
    - personal development
    - self expression
    - long term behaviour
    - attitude change
- planned and implemented at least 2 programs that addressed:
    - self awareness in leisure
    - leisure attitudes and appreciation
    - problem solving and decision making skills
    - social interaction skills
    - leisure activity skills
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work

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:

- history and philosophy of leisure education

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- the place of leisure education as a component of a comprehensive leisure service
- the skills required of an effective helper and why they are important to the leisure education process
- the purpose of leisure education, including:
    - personal growth
    - skill development and mastery
    - removal of barriers
    - increased access
    - health
    - socialisation
- outcomes and benefits of leisure education, including:
    - personal understanding of leisure
    - range of opportunities to participate
    - skill development
    - personal development
    - self expression
    - long term behaviour
    - attitudinal change
    - various leisure education models
- main components of a leisure education program:
    - self awareness in leisure
    - leisure attitudes and appreciation
    - problem solving and decision-making skills
    - knowledge of leisure resources
    - social interaction skills
    - leisure activity skills
- leisure education processes:
    - leisure planning
    - learning skills
    - needs analysis
- well being:
    - self-esteem
    - stress management
    - rehabilitation

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    - mental health
- leisure education session plans, environment and equipment and how to adapt them
- a range of leisure education goals

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and equipment or resources outlined in the plan
    - assessment tool/s for developing leisure education programs

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLAH009 Apply concepts of human psychology to facilitate involvement in leisure programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes skills and knowledge required to understand and apply concepts of human psychology in the development of leisure programs to facilitate satisfying involvement of clients in leisure activities.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Apply the social psychology of leisure to clients	1.1 Determine how the concepts of motivation and freedom as the psychological foundations of leisure relate to a specific client group 1.2 Identify key aspects of leisure behaviour of clients 1.3 Analyse client psychological perspective and experience of leisure 1.4 Identify the potential psychological benefits of leisure for clients
2. Identify ways in which leisure activities may contribute to well being in line with lifespan	2.1 Identify key aspects of health, illness and well being influencing client 2.2 Identify factors that may be contributing to an individual's health, well being and satisfaction in life 2.3 Identify how leisure may be related to the happiness and well being of the client 2.4 Develop strategies to use leisure activities as a means to optimise well being, taking into account developmental status, individual differences, preferences and needs of clients
3. Identify leisure and health strategies to assist in pain management	3.1 Identify client's reactions to pain and associated methods of pain management 3.2 Identify ways in which aspects of a leisure and health program may be used to assist in pain management of clients
4. Develop plans to facilitate socially acceptable behaviour in a leisure and health context	4.1 Contribute effectively to development and implementation of a team approach to behaviour management 4.2 Determine if behaviour of clients is indicating unmet needs and develop strategies to address needs 4.3 Identify triggers that may lead to socially unacceptable behaviour of clients involved in leisure and health activities 4.4 Outline ways of preventing and managing anger and conflict of clients involved in leisure and health program

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	4.5 Determine how the effectiveness of behaviour management strategies will be evaluated and revised throughout the provision of leisure and health activities

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH009 Apply concepts of human psychology to facilitate involvement in leisure programs	CHCRH507A Apply concepts of human psychology to facilitate involvement in leisure programs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCLAH009 Apply concepts of human psychology to facilitate involvement in leisure programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- applied the concepts of social psychology of leisure to optimise client enjoyment of 3 different leisure and health programs

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:

- the social psychology of leisure, including:
    - motivation and freedom as psychological foundations of leisure
    - lifespan development and associated leisure behaviour
    - leisure as a psychological state and experience
    - leisure behaviour
    - the leisure environment
    - psychological benefits of leisure
- aspects of human well being, including:
    - concepts of well being such as health and life satisfaction
    - the relationship between happiness and well being and the contributions of leisure across the lifespan
    - strategies for using leisure programs to enhance well being and contentment
    - using the environment to enhance well being
- aspects of the nature and individual’s experience of pain, including:
    - the nature of pain and individual reactions
    - clinical, acute, and chronic pain

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    - ways of measuring pain
- approaches to pain management, including:
    - pharmacological control
    - surgical control
    - hypnosis
    - relaxation techniques
    - acupuncture
    - distraction
    - ways leisure and health activity programs can be used to manage pain
- behaviour management in the context of providing leisure and health activities and/or programs:
    - team approach
    - range of triggers and circumstances that may lead to unacceptable behaviour
    - relationship between behaviour and unmet needs
    - behaviour management strategies and techniques
    - methods of evaluation

Assessment Conditions

Skills must be 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLEG001 Work legally and ethically

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 and respond to legal requirements	1.1 Identify, access and interpret sources of information about the legal requirements that apply to the work role

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	1.2 Identify the scope and nature of own legal rights and responsibilities 1.3 Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role 1.4 Recognise potential or actual breaches and report according to organisation procedures
2. Identify and meet ethical responsibilities	2.1 Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role 2.2 Identify the scope and nature of own ethical responsibilities 2.3 Meet ethical responsibilities according to workplace policies and protocols, and scope of role 2.4 Recognise potential ethical issues and dilemmas, and discuss with an appropriate person 2.5 Recognise own personal values and attitudes and take into account to ensure non-judgemental practice 2.6 Use effective problem solving techniques when exposed to competing value systems 2.7 Recognise unethical conduct and report to an appropriate person 2.8 Recognise potential and actual conflicts of interest and take appropriate action
3. Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities 3.2 Pro-actively share feedback with colleagues and supervisors 3.3 Identify and take opportunities to contribute to the review and development of policies and protocols

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLEG001 Work legally and ethically	CHCCS400C Work within a relevant legal and ethical framework	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCLEG001 Work legally and ethically

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - complaints management
    - continuing professional education
    - discrimination
    - dignity of risk
    - duty of care
    - human rights

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        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - industrial relations legislation relevant to employment conditions of role
    - specific legislation in the area of work – objectives and key components
    - work role boundaries – responsibilities and limitations
    - work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
    - type of legal issues that arise
    - ways to respond
- ethical practice in the context of the work role:
    - type of ethical issues that arise
    - ways to respond
- workplace policies, procedures and protocols:
    - how they are/should be developed
    - processes for review, including consultation and mechanisms for input

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:
    - current legislation, regulations and codes of practice
    - organisation policies, procedures and protocols
- modelling of industry operating conditions, including presence of problem solving activities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLEG002 Interpret and use legal information

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to identify and interpret specific legislation and regulations to support client service or broader work practice. It does not include the provision of legal advice.

This unit applies in a broad range of work contexts, to individuals who assist clients with legal issues, or to those who may be required to interpret legal information for other purposes.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Identify legislative framework	1.1 Identify legislation that applies to the situation based on client or broader work needs 1.2 Investigate the scope and coverage of the legislation and its relevance to the situation 1.3 Correctly interpret terms and definitions in the legislation 1.4 Seek assistance or clarification from relevant personnel or experts
2. Interpret legislative provisions and regulations	2.1 Research legislation and its provisions that apply to the situation 2.2 Correctly interpret the detail of provisions within scope of own role 2.3 Extract and distil information relevant to the situation 2.4 Clearly and accurately document information
3. Use legal information	3.1 Summarise and present relevant legal information in a way that is suited to the client or other audience 3.2 Analyse how legal provisions directly link to the situation 3.3 Identify and respond to challenges presented by the situation and associated legal information 3.4 Clearly communicate options for action and possible outcomes 3.5 Identify situations where referral to legal experts is required and take action accordingly 3.6 Take action that supports achievement of the best possible outcome
4.Maintain knowledge of legal information	4.1 Identify and use opportunities to maintain knowledge of current and emerging legal information 4.2 Share updated knowledge and information with peers and colleagues 4.3 Pro-actively engage in process of review and improvement

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLEG002 Interpret and use legal information	CHCLEG411A Use relevant legislation in response to client needs	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCLEG002 Interpret and use legal information

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- identified, interpreted and used legislation within scope of own work role to address 3 different client or work situations

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:

- function and structure of the Australian legal system:
    - federal/state relationships
    - common law
    - statute law
    - courts and tribunals
    - regulatory bodies
    - other legal service providers
- key principles that underpin the legal system:
    - procedural fairness
    - social justice
    - access and equity
- roles and responsibilities of different people in the legal process and the limitations of different workers
- key aspects of legislation and its interpretation relevant to the area of work, including:
    - what it is
    - where to find it

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    - how it is structured
    - basic rules for interpreting legislation
    - interrelationships between pieces of legislation
    - definitions and terms
    - legislative provisions
- techniques for distilling and summarising relevant information from legislation

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 current legislation and regulations relevant to area of work
- modelling of industry operating conditions, including presence of problem solving activities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLEG003 Manage legal and ethical compliance

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to research information about compliance and ethical practice responsibilities, and then develop and monitor policies and procedures to meet those responsibilities.

This unit applies to people working in roles with managerial responsibility for legal and ethical compliance in small to medium sized organisations. There may or may not be a team of workers involved.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Research information required for legal compliance	1.1 Identify sources of information about compliance requirements 1.2 Evaluate own area of work and determine scope of compliance requirements 1.3 Access and interpret information relevant to area of work 1.4 1dentify risks, penalties and consequences of non compliance 1.5 Assess and act on need for specialist legal advice
2. Determine ethical responsibilities	2.1 Identify the ethical framework that applies to the work context 2.2 Incorporate scope of practice considerations as part of ethical practice 2.3 Evaluate responsibilities to workers, clients and the broader community 2.4 Model ethical behaviour in own work
3. Develop and communicate policies and procedures	3.1 Clearly articulate and document policies and procedures to support legal and ethical practice in readily accessible formats 3.2 Integrate documentation and record keeping requirements into policies and procedures 3.3 Ensure systems protect client information 3.4 Nominate the roles and responsibilities of different people in meeting requirements where multiple people are involved 3.5 Distribute policies, procedures and legal information to colleagues and peers in a timely fashion
4. Monitor compliance	4.1 Evaluate work practices for non-compliance on an ongoing basis, and implement modifications 4.2 Maintain and update required accreditations or certifications 4.3 Refer issues or breaches of ethical or legal practice to relevant people

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5. Maintain knowledge of compliance requirements	5.1 Identify and use opportunities to maintain knowledge of current and emerging legal requirements and ethical issues 5.2 Share updated knowledge and information with peers and colleagues. 5.3 Pro-actively engage in process of review and improvement

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLEG003 Manage legal and ethical compliance	CHCCS502C Maintain legal and ethical work practices	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCCS502C and HLTHIR506C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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		Significant change to knowledge evidence.	
CHCLEG003 Manage legal and ethical compliance	HLTHIR506C Implement and monitor compliance with legal and ethical requirements	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCCS502C and HLTHIR506C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCLEG003 Manage legal and ethical compliance

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- determined the scope of legal and ethical compliance requirements and responsibilities, and developed policies and procedures for at least 1 workplace or business
- developed a strategic response to at least 3 different situations where legal or ethical requirements have been breached

Knowledge Evidence

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

- legal responsibilities and liabilities of managers and others in different types of organisation
- legal and ethical frameworks (international, national state/territory, local), how these apply in the workplace, and the responsibilities of managers in the development and monitoring of policies and procedures, including those related to:
    - children in the workplace
    - codes of conduct
    - codes of practice
    - complaints management
    - continuing professional education
    - discrimination
    - dignity of risk
    - duty of care
    - human rights:

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        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - industrial relations legislation and requirements relevant to organisation
    - specific requirements in the area of work, including:
        - key practices that are prohibited by law
        - auditing and inspection regimes
        - main consequences of non-compliance
        - need to apply for licences and associated mandatory training and certification requirements
        - statutory reporting requirements
        - business insurances required including public liability and workers compensation
        - accreditation requirements
        - requirements to develop and implement plans, policies, codes of conduct or incorporate certain workplace practices
    - work role boundaries – responsibilities and limitations of different people
    - work health and safety
- sources of information and advice on compliance including:
    - local, state/territory or commonwealth government departments or regulatory agencies
    - industry associations
    - plain English documentation that explains legislation
- functions and operating procedures of regulatory authorities of particular relevance to the health and community service sectors
- methods of receiving updated information on requirements

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- use of policies and procedures in managing compliance and ethical practice in both internal work practice and external service delivery
- formats for policies and procedures and what they should include
- techniques for monitoring compliance

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:
    - current legislation and regulations
    - workplace policies and procedures
- modelling of industry operating conditions, including:
    - use of real or simulated organisation for which the candidate develops policies and procedures
    - integration of problem solving activities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLLN001 Respond to client language, literacy and numeracy needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to identify situations where client language, literacy and numeracy (LLN) skills may be impeding access to services, to adjust service delivery, and to refer appropriately to improve client outcomes.

The unit does not provide workers with the skills and knowledge to identify LLN skill levels or to actively intervene in developing a client's LLN skills.

This unit applies to individuals who may be making individual client assessments or managing caseloads as part of their work role.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*
1. Establish client's LLN needs	1.1 Identify signs that the client may have LLN needs 1.2 Review the scope of LLN skill requirements needed to effectively access services 1.3 Identify gaps between the client's LLN skills and those required to effectively access services 1.4 Determine the degree to which other issues may impact on the client
2. Determine strategies to address LLN needs	2.1 Collaborate with client to agree areas of LLN need and how to respond 2.2 Determine ways in which service delivery can take account of the client's LLN needs 2.3 Prioritise areas for immediate or longer-term action based on scope of the client's needs
3. Implement strategies to address LLN needs	3.1 Adjust service delivery approaches that respond to LLN need, including use of appropriate tools and communication strategies 3.2 Provide the client with accurate and current information about LLN support services 3.3 Record agreed LLN needs and the strategies used, and report in line with the client and organisation requirements 3.4 Monitor the client and provide ongoing support and encouragement where appropriate

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.	

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLLN001 Respond to client language, literacy and numeracy needs	CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for CHCLLN001 Respond to client language, literacy and numeracy needs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- responded to the needs of at least 3 different people with LLN needs

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:

- indicators of LLN needs, and methods for clarifying them with the client
- methods for identifying the impact of other service-related issues on the client's LLN needs
- LLN information and referral or support services for a range of LLN needs and clients
- recording and reporting requirements

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLLN002 Support adult language and literacy learning

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

The unit describes the skills and knowledge required to identify language and literacy skill needs, develop strategies and resources to address those needs, and then support learners during the development of their language and literacy competence.

This unit applies to individuals such as paid or volunteer tutors, who work under the guidance of a program supervisor with language and literacy development expertise.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes of a unit of competency	*The Performance Criteria specify the level of performance required to demonstrate achievement of the Element*

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1. Identify learner language and literacy requirements	1.1 Confirm scope of own role and responsibilities in supporting the learner 1.2 Establish learner language and literacy level and needs using appropriate tools 1.3 Identify factors that may inhibit the development of language and literacy skills in consultation with the learner and supervisor according to need 1.4 Negotiate learning needs with learner and establish achievable learning outcomes, in consultation with supervisor
2. Plan strategies and resources	2.1 Plan learning environment, activities and teaching strategies in advance, seeking advice from supervisor or other specialists as required 2.2 Monitor learner understanding and use of language, and gather information to inform own planning 2.3 Adapt or develop resources appropriate to learner needs and context according to program requirements
3. Encourage and model spoken language	3.1 Demonstrate different styles, ranges and contexts of oral communication across appropriate aspects of communication 3.2 Use spoken language to effectively interact with learner 3.3 Scaffold learning by talking about language
4. Support learners to read and interpret texts	4.1 Determine strategies for supporting learner in interpreting texts, with supervisor where appropriate 4.2 Implement planned strategies to enhance learner abilities and address individual needs 4.3 Encourage learner to problem solve to make meaning from texts 4.4 Use a range of planned strategies to focus learner on specific literacy skills 4.5 Evaluate learning outcomes and discuss with supervisor

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5. Enhance learner literacy skills through writing activities	5.1 Use appropriate terminology with learner as planned 5.2 Implement planned strategies to develop learner skills in the use of written language 5.3 Use planned strategies to develop performance features of learner writing 5.4 Evaluate learning outcomes and discuss with supervisor according to need
6. Review strategies used to enhance learner skills	6.1 Monitor learner progress against learning outcomes 6.2 Seek support and feedback from supervisor 6.3 Review and adjust strategies based monitoring and feedback in consultation with supervisor

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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLLN002 Support adult language and literacy learning	CHCLLN401A Support adult language and literacy learning and development	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes	Not equivalent

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		to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	

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Assessment Requirements for CHCLLN002 Support adult language and literacy learning

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- supported the development of reading, writing and oral communication skills for at least 3 different adult learners
- used the following communication and learning strategies:
    - active listening and questioning
    - modelling oral communication
    - scaffolded learning
    - assisting learners to problem solve

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:

- roles and responsibilities of those providing language and literacy support and of their supervisors
- requirements of the support program, including administrative and confidentiality requirements
- definition of texts and range of texts that learners need to interpret
- key concepts of the Australian Core Skills Framework (ACSF), including:
    - the five core skills
    - spiky profiles: varying levels of performance in each core skill
    - factors that may influence performance
- language and literacy concepts and terminology relevant to learner needs and context
- relationships between spoken language and literacy

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- factors that inhibit literacy skills development
- basic communication and learning strategies, including techniques that:
    - model talk to support learner comprehension
    - scaffold learning and assist learners to problem solve
- tools to evaluate learning outcomes, including the ACSF

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:
    - established literacy support programs and resources
    - texts for reading
- modelling of industry operating conditions, including:
    - provision of services to adults needing language and literacy support
    - interaction with supervisor

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCLLN003 Support adult numeracy learning

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

The unit describes the skills and knowledge required to identify numeracy skill needs, develop strategies and resources to reinforce number, measurement, estimation and problem solving skills, and then support learners during various phases in the development of their numeracy competence.

This unit applies to individuals such as paid or volunteer tutors, who work under the guidance of a program supervisor with numeracy development expertise.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance required to demonstrate achievement of the element*

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1. Identify learner numeracy requirements	1.1 Confirm scope of own role and responsibilities in supporting the learner 1.2 Establish the learner's numeracy level and development needs using appropriate tools 1.3 Identify factors that may inhibit the development of numeracy skills in consultation with the learner and supervisor according to need 1.4 Negotiate numeracy learning needs with learner and establish achievable learning outcomes, in consultation with supervisor
2. Plan strategies and resources to support mathematics learning for numeracy	2.1 Plan learning environments, activities and appropriate method to evaluate learning outcomes in advance with the supervisor 2.2 Monitor learner understanding and use of numeracy to inform planning of strategies and resources 2.3 Adapt or develop resources appropriate to learner needs and context according to program requirements
3. Facilitate application of mathematics skills for numeracy	3.1 Explain a variety of numeracy demands and opportunities in daily life 3.2 Demonstrate the different uses and functions of mathematics using activities and examples 3.3 Develop numerate understandings appropriate to learners' culture, age, abilities, interests and needs 3.4 Use examples and activities to highlight and explain applications of mathematics skills and knowledge for numeracy to scaffold learning 3.5 Use strategies to model use of mathematics skills relevant to specific learners
4. Support learners to develop mathematics skills for numerate understanding	4.1 Determine strategies for supporting learners in the application of mathematics skills for numeracy, seeking advice from supervisor or other specialist as needed

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	4.2 Implement planned strategies to enhance the abilities of learners and address their individual needs 4.3 Encourage learners to problem solve using mathematics knowledge and skills in everyday life contexts 4.4 Use the language of numeracy at the appropriate level to focus learners on specific mathematics skills and knowledge 4.5 Evaluate learning outcomes and discuss with supervisor according to need
5. Provide structured activities to further develop learners' mathematics skills and knowledge	5.1 Plan strategies with supervisor where appropriate, including accurate mathematics terminology and concepts to support learning 5.2 Implement strategies that develop learner skills in using mathematics for numeracy understanding across appropriate aspects of communication 5.3 Encourage learners to improve mental computation and calculation skills using strategies appropriate to individual learners 5.4 Ensure learners check for reasonableness of solutions when calculating and measuring, using a range of strategies and tools 5.5 Encourage learners and build their confidence to attempt problem solving that requires the use of mathematics skills and knowledge
6. Review strategies used to enhance learner skills	6.1 Monitor learner progress against learning outcomes 6.2 Seek support and feedback from supervisor 6.3 Review and adjust strategies based monitoring and feedback in consultation with supervisor

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLLN003 Support adult numeracy learning	CHCLLN402A Support adult numeracy learning and development	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for CHCLLN003 Support adult numeracy learning

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- supported the development of numeracy skills for at least 3 different adult learners
- used the following communication and learning strategies:
    - used active listening and questioning
    - scaffolding of learning
    - assisting learners to problem solve

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:

- roles and responsibilities of those providing numeracy support and of their supervisors
- key concepts of the Australian Core Skills Framework (ACSF), including:
    - the five core skills
    - spiky profiles: varying levels of performance in each core skill
    - factors that may influence performance
- mathematical concepts, operations and terminology relevant to learner needs and context
- factors that inhibit numeracy skills development
- requirements of the support program, including administrative and confidentiality requirements
- basic communication and learning strategies, including techniques that:
    - encourage critical thinking about mathematics and its use as a learning tool
    - scaffold learning and assist learners to problem solve

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- tools to evaluate learning outcomes, including the ACSF

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 established numeracy support programs and resources
- modelling of industry operating conditions, including:
    - provision of services to adults needing numeracy support
    - interaction with supervisor

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMED001 Prepare for mediation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED411B/CHCMED412B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to confirm the mediation, gather and analyse information, work with participants and make practical arrangements to allow the mediation to commence.

This unit applies to mediation work in a range of community service contexts. Mediators use specialised knowledge, critical thinking and communication skills. They apply discretion and judgement within established organisation procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Confirm the mediation with participants	1.1 Review existing information to assess and confirm the suitability of the dispute for mediation 1.2 Provide accurate and relevant information about the mediation processes available 1.3 Identify specific needs for co-mediators and others to be involved in the process 1.4 Clarify and confirm roles of co-mediators and others involved in the process 1.5 Verify that all participants to the mediation understand the sequential steps of the process 1.6 Provide clear and accurate information on roles, responsibilities and limitations of individuals and organisations involved 1.7 Outline the boundaries of confidentiality and privacy to participants
2. Gather and analyse information about the dispute	2.1 Identify required information to mediate the dispute 2.2 Assist and encourage participants to identify and exchange relevant information 2.3 Identify gaps in information and communicate with participants and others involved 2.4 Provide information to assist participants seek professional support to gain information required 2.5 Analyse issues and risks presented prior to the mediation to assess most suitable case management options 2.6 Clarify the need to seek advice on legal or factual complexity of the matter
3. Assess readiness and commitment to participate	3.1 Clarify expectations of participants and assess willingness to commit to process of negotiation and mediation 3.2 Assess power differentials between participants based on dispute information and own observations 3.3 Assess cultural perspectives that may affect the mediation process

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	3.4 Use security and safety guidelines according to legislative and organisation procedures 3.5 Review the intake process, compare with own assessment and respond to situations requiring referral to other internal or external services
4. Prepare venue and resources for mediation	4.1 Prepare venue according to participant needs 4.2 Identify and respond to language to accommodate specific needs of the participants 4.3 Engage the services of others according to organisation guidelines 4.4 Organise equipment, tools and any other resources required to support mediation process

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMED001 Prepare for mediation	CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED411B/CHCMED412B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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CHCMED001 Prepare for mediation	CHCMED412B Gather and clarify information for the mediation process	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED411B/CHCMED412B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMED001 Prepare for mediation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED411B/CHCMED412B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

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 for at least 5 different mediations according to organisation procedures
- gathered, sourced and analysed varied types information that informs mediation, including the following:
    - intake information
    - client case documentation
    - information from external agencies/professionals
    - information obtained directly from the parties, family, significant others or carers
    - legal documentation.

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 for mediation, and how these are applied in organisations and individual practice:
    - bias
    - codes of conduct and current national standards

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    - conflicts of interest
    - discrimination
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation that affects mediation, including:
        - freedom of information
        - types of court orders or other legal parameters that may impact
    - work role boundaries – responsibilities and limitations of the mediator and the roles and functions of support persons, lawyers and other professionals
    - work health and safety
- principles and function of the mediation preparation process, including:
    - communication between the participants, exchanges of information and seeking of understanding
    - relationship between the preparation stage and other stages of mediation
- the nature of conflict, including the dynamic of power and violence
- circumstances in which mediation may or may not be appropriate
- how to prepare for mediation and assess suitability
- types of information that may need to be gathered/assessed:
    - interview with parties, family, significant others and carers
    - case/file documentation
    - information from professionals
    - information from service providers
- diverse perspectives for mediation and how these may interact with, and impact on the mediation preparation, including:
    - attitudes of members within a family
    - variations on the agreed norms and range of behaviours
    - culture in relation to problem-solving and dispute resolution
    - culture in relation to negotiation, concessions and compromise
    - variations in relation to written, spoken and non-verbal communication
    - attitudes towards physical space, venue and time
    - attitudes towards the role of outsiders in dispute resolution

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    - attitudes in relation to the role of law, the courts, lawyers and professional advisers
- legal, social, cultural, and economic and context within which the mediation is occurring
- other dispute resolution procedures available
- availability of professional, academic, technical, community and educational resources for client use or referral
- legal, ethical and associated standards that may be applicable if the case were taken further to trial

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:
    - dispute information and information about the parties involved
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with others
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCMED002 Facilitate mediation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training* Package *release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED413B/CHCMED414A/CHCMED415A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to facilitate and maintain the flow of the mediation process to achieve the best possible outcome for all participants.

This unit applies to mediation work in a range of community service contexts. Mediators use specialised knowledge, critical thinking and communication skills. They apply discretion and judgement within established organisation procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Establish communication protocols	1.1 Identify the communication needs of all stakeholders based on review of information and preparation processes 1.2 Confirm the ground rules for the mediation process with all participants/co-mediators 1.3 Comply with statutory and procedural requirements
2. Define the dispute	2.1 Involve participants in identifying and defining the dispute based on review of information and preparation processes 2.2 Establish common ground between the participants 2.3 Describe the dispute using appropriate terms 2.4 Define the dispute in terms of interests where appropriate 2.5 Order, differentiate and prioritise issues in collaboration with the participants and confirm understanding
3. Manage communication and interactions	3.1 Model ethical practice, maintain impartiality and sustain fairness for all participants involved in the process 3.2 Select and use communication techniques suited to participants to facilitate positive interactions and progress towards agreement 3.3 Provide sufficient time for each party's interests and views to be identified and explored and acknowledge participants' feelings, concerns and views 3.4 Encourage participants to describe their understanding of others' statements about feelings, needs and ideas 3.5 Use conflict resolution techniques to identify and respond to potential and actual conflicts 3.6 Regularly check participants' understanding of the proceedings and adapt processes according to specific needs
4. Support problem-solving and negotiation	4.1 Assist participants to prepare for problem-solving and negotiation 4.2 Manage co-mediation appropriately with all participants to the dispute 4.3 Support participants to identify options for decision-making

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	4.4 Acknowledge creative and inventive problem-solving strategies 4.5 Provide participants with opportunity to reflect on any agreement or seek other advice when appropriate 4.6 Assist participants to identify agreements and decisions made, and future action required 4.7 Recognise when mediation is not being effective and take action according to organisation protocols

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMED002 Facilitate mediation	CHCMED413B Manage communication processes to define the dispute	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED413B/CHCMED414A/CHCMED415A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
CHCMED002 Facilitate mediation	CHCMED414A Facilitate mediation processes	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED413B/CHCMED414A/CHCMED415A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements. Significant change to knowledge evidence.	
CHCMED002 Facilitate mediation	CHCMED415A Facilitate interaction between parties in mediation	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED413B/CHCMED414A/CHCMED415A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMED002 Facilitate mediation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training* Package *release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMED413B/CHCMED414A/CHCMED415A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

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:

- facilitated at least 5 different mediations with clients with varying circumstances and types of dispute, with at least 1 co-mediation
- used and adapted the following communication techniques to meet the needs of different clients during the mediation process:
    - active listening
    - open ended questioning
    - direct questioning
    - appropriate body language
    - paraphrasing
    - reflecting
    - reframing
    - summarising
    - negotiation
    - problem-solving
    - conflict resolution
    - rapport-building
    - minimally obtrusive verbal and non-verbal behaviours to manage interruptions.

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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 for mediation, and how these are applied in organisations and individual practice:
    - bias
    - codes of conduct
    - conflicts of interest
    - discrimination
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation that affects mediation, including:
        - freedom of information
        - types of court orders or other legal parameters that may impact
    - work role boundaries – responsibilities and limitations of the mediator and the roles and functions of support persons, lawyers and other professionals
    - work health and safety
- types of dispute that present for mediation in the relevant work context
- principles and functions of the facilitation stage of mediation, including:
    - identification, clarification and exploration of interests, issues and underlying needs
    - consideration of alternatives
    - generation and evaluation of options
    - problem-solving and negotiation
    - relationship between the facilitation stage and other stages of mediation
- the nature of conflict, including the dynamics of power and violence
- communication patterns in conflict and negotiation
- negotiation dynamics in mediation, including manipulative and intimidating tactics
- mediation processes and methods, including:
    - overall management and conduct of a dispute resolution process
    - stages of a mediation process, and how they can be used most effectively

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  - recognition of when process is not being effective
  - how to ensure fairness within procedure
  - criteria for exercising discretion on procedural matters
  - techniques for enabling participants to consider all relevant information and work towards their own decisions
  - limitations of mediation
  - role and use of private sessions
  - how to manage the appropriate involvement of others in the mediation
- the facilitation stage of the mediation process and the techniques used to maximise positive interactions
- diverse perspectives for mediation and how these may interact with, and impact on the mediation, including:
  - attitudes of members within a family
  - variations on the agreed norms and range of behaviours
  - culture in relation to problem-solving and dispute resolution
  - culture in relation to negotiation, concessions and compromise
  - variations in relation to written, spoken and non-verbal communication
  - attitudes towards physical space, venue and time
  - attitudes towards the role of outsiders in dispute resolution
  - attitudes in relation to the role of law, the courts, lawyers and professional advisers
- own strengths and limitations in handling the mediation process, and the boundaries of one's role
- own interpersonal communication style and the effect it has on others
- own personal responses to conflict and high emotion and potential impact on mediation process
- communication techniques, including:
  - active listening
  - open ended questioning
  - direct questioning
  - appropriate body language
  - paraphrasing
  - reflecting
  - reframing
  - summarising

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- negotiation
- problem-solving
- conflict resolution
- rapport-building
- minimally obtrusive verbal and non-verbal behaviours to manage interruptions.

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:
  - dispute information and information about the parties involved
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that allow for complex interactions with others
  - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCMED003 Consolidate and conclude mediation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCMED416C

Application

This unit describes the skills and knowledge required to assess the level of agreement reached, provide information for future action or referral, and document the mediation outcome.

This unit applies to mediation work in a range of community service contexts. Mediators use specialised knowledge, critical thinking and communication skills. They apply discretion and judgement within established organisation procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Assess the level of agreement	1.1 Assess when agreement has been reached or when it is not possible based on progress of mediation 1.2 Support participants in reaching agreement across the final impasses and gaps using negotiation and problem-solving skills 1.3 Confirm clarity of participants' understanding of any agreement and their roles and responsibilities
2. Provide information and referral	2.1 Discuss information on further dispute resolution options if agreement is not reached 2.2 Outline the options for legal advice as one way of managing any lack of agreement 2.3 Apply case management guidelines with participants according to the specific case
3. Document and communicate outcome	3.1 Accurately record agreements and outstanding issues according to organisation procedures 3.2 Agree on process to communicate the outcome of the mediation to third participants 3.3 Specify actions to support implementation of the mediation and seek agreement between all participants to the dispute 3.4 Ensure mediation outcomes reflect shared responsibility and short/long term and contingency plans
4. Evaluate mediation	4.1 Identify and reflect on areas of strength and challenge in the mediation process 4.2 Reflect on and review own role as mediator 4.3 Use learning from evaluation to inform future practice

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMED003 Consolidate and conclude mediation	CHCMED416C Consolidate and conclude the mediation process	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMED003 Consolidate and conclude mediation

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Packagerelease 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCMED416C

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:

- consolidated, concluded, documented and evaluated at least 5 mediation processes with clients with varying circumstances and types of dispute
- used and adapted the following communication skills to meet the needs of different clients during the consolidation and concluding phases:
    - paraphrasing
    - summarising
    - problem-solving
    - negotiation and decision-making.

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 for concluding the mediation process, and how these are applied in organisations and individual practice:
    - bias
    - codes of conduct
    - conflicts of interest

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  - discrimination
  - duty of care
  - privacy, confidentiality and disclosure
  - records management
  - rights and responsibilities of workers, employers and clients
  - specific legislation that affects mediation, including:
    - freedom of information
    - types of court orders or other legal parameters that may impact
  - work role boundaries – responsibilities and limitations of the mediator and the roles and functions of support persons, lawyers and other professionals
  - work health and safety
- principles and functions of the final stages of the mediation process, including:
  - negotiation
  - reaching and making decisions
  - relationship between the conclusion stage and other stages of mediation
- the consolidation and decision making stage of the mediation process and the techniques used
- availability of options for legal advice in relation to common types of dispute
- the nature of conflict, including the dynamics of power and violence
- communication patterns in conflict and negotiation
- negotiation dynamics in mediation, including manipulative and intimidating tactics
- diverse perspectives for mediation and how these may interact with, and impact on the mediation, including:
  - attitudes of members within a family
  - variations on the agreed norms and range of behaviours
  - culture in relation to problem-solving and dispute resolution
  - culture in relation to negotiation, concessions and compromise
  - variations in relation to written, spoken and non-verbal communication
  - attitudes towards physical space, venue and time
  - attitudes towards the role of outsiders in dispute resolution
  - attitudes in relation to the role of law, the courts, lawyers and professional advisers
- own strengths and limitations in handling the mediation process, and the boundaries of one's role
- own interpersonal communication style and the effect it has on others

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- own personal responses to conflict and high emotion and potential impact on mediation process.

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:
    - dispute information and information about the parties involved
    - organisation policies and procedures
- modelling of industry operating conditions, including:
    - scenarios that allow for complex interactions with others
    - scenarios that involve problem-solving.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCMGT001 Develop, implement and review quality framework

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to develop, implement and monitor a framework for ongoing quality service delivery that supports the rights and interests of clients.

The unit applies to a range of leadership roles in health and community services workplaces.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Develop a framework for quality service delivery	1.1 Establish quality service standards through consultation with stakeholders and benchmarking against industry standards or existing quality frameworks 1.2 Develop strategies to ensure procedures deliver high quality services that support good practice standards and the rights and interests of clients 1.3 Identify organisation barriers or issues that impact on delivery of high quality service and develop strategies to address them 1.4 Identify opportunities for continuous improvement and incorporate them into operational plans 1.5 Define and implement continuous improvement processes to monitor and ensure quality client service delivery 1.6 Plan and ensure the involvement of all parties in quality improvement processes
2. Monitor and review service delivery against quality framework	2.1 Use a range of appropriate processes to monitor and review quality of service outcomes for clients and the community 2.2 Monitor and review strategies for addressing barriers and issues relating to quality 2.3 Regularly update service delivery procedures to reflect good practice and to respond to changing legislative requirements and client needs 2.4 Identify need and opportunities for staff to develop the necessary competencies to meet changing service delivery requirements 2.5 Establish and use feedback mechanisms to involve all users of the service and other relevant parties in the review process 2.6 Investigate and document the effects of services on all clients 2.7 Identify differences between stakeholder expectations and service delivery objectives

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	2.8 Establish mechanisms to provide clients and stakeholders with information about review results
3. Plan and implement revised strategies to improve outcomes	3.1 Use review findings to identify threats to quality 3.2 Respond to and investigate complaints and use as feedback to improve outcomes 3.3 Design and implement a plan with immediate and long term goals to develop and improve the quality of service in consultation with stakeholders 3.4 Provide information to relevant parties about the plan and the processes to be used
4. Ensure the continuous improvement of service standards	4.1 Ensure that revised service standards incorporate stakeholder expectations and available resources 4.2 Regularly communicate service standards and good practice to all stakeholders 4.3 Establish procedures to check that appropriate practice is carried out 4.4 Regularly promote, model and demonstrate good practice to all workers 4.5 Regularly discuss issues with workers and incorporate necessary changes into strategies for continuous improvement

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT001 Develop, implement and review quality framework	CHCORG423C Maintain quality service delivery	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCORG423C and CHCORG619D. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
CHCMGT001 Develop, implement and review quality framework	CHCORG619D Manage quality of organisation's service delivery outcomes	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCORG423C and CHCORG619D. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMGT001 Develop, implement and review quality framework

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed and implemented a quality framework for the delivery of at least 1 service or program
- conducted at least 1 review of service delivery that identified barriers to quality and provided recommendations for improvement
- established a continuous improvement plan for at least 1 service or program

Knowledge Evidence

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

- legal and ethical considerations and how these are applied in organisations, including:
    - discrimination
    - work health and safety
    - privacy, confidentiality and disclosure
    - access and equity
    - rights and responsibilities of clients
    - complaints
- service and industry guidelines and standards

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- principles of holistic and person-centred support, and where to access good practice information relevant to the industry sector
- benchmarking
- best practice and good practice
- quality assurance processes relevant to service type
- existing state and national quality frameworks relevant to service
- importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- vision statements, philosophical statements of organisation
- needs of clients
- impact of own attitudes to client groups on service delivery and strategies to improve own professional practice

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMGT002 Manage partnership agreements with service providers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish and monitor formal agreements and partnerships with specialist support providers to meet client needs.

This unit applies to a range of leadership roles in health and community services workplaces.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Investigate partnership opportunities	1.1 Determine partnership requirements according to organisation needs analysis and strategic directions

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	1.2 Gather, research and analyse information on potential partners 1.3 Build relationships and rapport with potential partners
2. Negotiate partnership agreement terms and conditions	2.1 Maintain partnership focus and protect client's interests throughout discussions and negotiations 2.2 Clearly define roles and responsibilities of each party, including level and type of service provision 2.3 Identify and address confidentiality and privacy issues 2.4 Determine communication, dispute resolution, meeting, decision making and reporting processes 2.5 Formalise and sign partnership agreement
3. Implement partnership agreement	3.1 Schedule and contribute to regular meetings with partners in accordance with role 3.2 Consult clients at all stages of implementation and ensure rights are upheld 3.3 Implement dispute resolution processes if required 3.4 Ensure all reporting requirements are met in accordance with organisation procedures and partnership agreement
4. Evaluate partnership agreements	4.1 Develop criteria for evaluation of partnership 4.2 Collect and include stakeholder feedback in the evaluation process 4.3 Measure performance against agreed criteria 4.4 Amend partnership agreements and re-negotiate with partner organisation where appropriate

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT002 Manage partnership agreements with service providers	CHCORG626B Manage a service level agreement	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMGT002 Manage partnership agreements with service providers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- established and maintained at least 1 partnership agreement for service provision
- conducted at least 1 partnership agreement evaluation

Knowledge Evidence

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

- types and levels of partnerships and collaborations
- partnership cycles and processes
- partnership roles
- funding and accountability guidelines
- referral networks
- legal and ethical considerations relevant to partnerships and how they are applied in organisation, including:
    - privacy, confidentiality and disclosure
    - duty of care
    - human rights
    - rights and responsibilities of workers, employers, clients and service providers
- community needs and key issues for clients and/or community
- relationship between service providers
- negotiation and influencing strategies
- conflict management principles and practices

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- relationship building techniques
- information sharing benefits and risks
- intellectual property

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 partnership agreements with service providers
- modelling of industry operating conditions, including scenarios that involve forming partnerships and dealing with contingencies

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMGT003 Lead the work team

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups in health and community service organisations.

Workers at this level are team leaders or managers responsible for coordinating and monitoring the activities and performance of work teams and other service providers.

This unit applies to a range of leadership roles in health and community services workplaces.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Contribute to and promote effective work practices	1.1 Develop and implement plans to meet the day to day activities of the work group 1.2 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes 1.3 Identify planning problems, barriers and constraints and develop and implement strategies to address them
2. Develop and implement staffing processes	2.1 Maintain confidentiality in relation to staff processes in accordance with organisation policies and procedures 2.2 Identify staffing and resourcing needs and develop plans to address them 2.3 Participate in recruitment processes 2.4 Implement effective induction and ongoing support for new and existing staff 2.5 Provide instruction and additional support as required to promote quality worker and client outcomes 2.6 Encourage and facilitate staff access to training and development to enable the achievement of workplace outcomes and personal goals 2.7 Collaborate with other service providers as needed to meet service and referral needs
3. Maintain professional approach to leading work team	3.1 Reflect on own practice and pro-actively update knowledge and skills 3.2 Align own leadership practice with the values, ethical guidelines, policies and procedures of the organisation 3.3 Take reasonable steps to ensure that personal or social contact does not adversely affect ability to lead the team
4. Promote effective workplace relations	4.1 Implement collaborative processes and practices that promote cooperative work practices and maintain positive relationships with staff and management 4.2 Model and promote effective communication in the workplace, including open discussion and active listening 4.3 Identify potential and actual conflict situations and develop and implement appropriate strategies to prevent or address them 4.4 Throughout conflict resolution processes, ensure access to appropriate support, mediation and debriefing for parties within organisation guidelines

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	4.5 Resolve problems or issues which may disrupt work unit activities
5. Evaluate plans	5.1 Meet regularly with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation 5.2 Identify areas for improvement 5.3 Revise plans and practices to ensure continued improvement 5.4 Document and report work outcomes in accordance with organisational procedures
6. Review individual performance	6.1 Implement and document performance management processes in accordance with role and organisation procedures 6.2 Work collaboratively with the individual to agree on performance improvement and development plans and document in accordance with organisation policies 6.3 Monitor and evaluate performance and provide feedback on a ongoing and regular basis 6.4 Identify poor performance and take necessary actions in accordance with role and organisation procedures 6.5 Monitor and coach individuals to improve performance 6.6 Identify and provide additional support or referral when required, in accordance with role and organisation procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCMGT003 Lead the work team	CHCORG506E Coordinate the work environment	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMGT003 Lead the work team

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- developed at least 1 plan for a team or group of individuals, including:
  - effective procedures to maximise staff work performance
  - strategies for collaboration and cooperative work practices
  - strategies for work performance and outcomes
  - identification of barriers and constraints and development of strategies to address them
- facilitated at least 2 group meetings or discussions to:
  - delegate work team activities
  - develop and evaluate work goals
- identified at least 1 issue causing disruption to work team activities and:
  - facilitated at least 1 meeting or discussion with those involved
  - developed and implemented strategies to resolve issue
- reviewed the performance of and coached at least 1 individual

Knowledge Evidence

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

- organisation mission, philosophy
- organisation structure and communication protocols
- group facilitation processes, including technique for facilitating group discussions and meetings
- leadership styles and their application in supporting the organisation’s mission, objectives and values

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- coaching principles and techniques
- difference between coaching and mentoring
- performance management sources of information on best practice work techniques relevant to the industry sector
- rostering and timetabling
- sources of conflict and stress and techniques to address and manage them
- referral networks

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMGT004 Secure and manage funding

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to secure and manage funding for an organisation, program or project.

Workers may be responsible for determining the amount of funding required, identifying funding sources, developing funding proposals and managing ongoing compliance with funding agreements. This role would typically be undertaken by a senior worker or manager.

This unit applies to a range of health and community service contexts and relates to both government and non-government funding and tenders.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*

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1. Identify funding requirements and context	1.1 Identify scope and purpose of funding 1.2 Calculate funding requirements, including budget, current funding arrangements and future projections 1.3 Identify potential avenues and sources of funding 1.4 Research and gather information on all potential funding avenues and sources 1.5 Determine if funding requirements are feasible and sustainable
	•
2. Develop a funding submission	2.1 Determine funding source requirements 2.2 Prepare funding submission in accordance with funding source requirements 2.3 Determine optimum method of presenting proposal to identified funding sources 2.4 Seek legal, taxation and regulatory advice when required and ensure submission is checked by appropriate persons to ensure it meets compliance requirements 2.5 Establish how deliverables and outcomes will be evaluated and measured
3. Present proposal and negotiate with funding sources	3.1 Present proposal to funding sources using appropriate presentation methods and techniques 3.2 Negotiate with funding source representatives to clarify terms and conditions of funding agreement 3.3 Evaluate submission to identify strengths and weaknesses to inform subsequent submissions
4.Manage funding agreement	4.1 Finalise funding agreement documentation and circulate to all parties 4.2 Establish procedures to monitor ongoing compliance and reporting requirements in accordance with funding agreement 4.3 Maintain ongoing relations with funding source to ensure mutual satisfaction with funding arrangement
5.Evaluate funding agreement	5.1 Evaluate project outcomes against predetermined measures

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	5.2 Identify lessons learned and opportunities for continuous improvement 5.3 Identify opportunities for future funding arrangements as appropriate

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT004 Secure and manage funding		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMGT004 Secure and manage funding

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- identified at least 3 potential sources of funding
- determined the feasibility and sustainability of 3 sources of funding
- developed 1 funding proposals in accordance with funding source requirements

Knowledge Evidence

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

- funding environment
- organisation funding strategy
- government tender processes
- private and corporate grants and funding
- compliance issues
- appropriate sources and avenues for funding
- types of funding, including:
    - ongoing
    - one-off
    - in kind contributions
    - co-payments
- channels where funding and grant opportunities are publicised
- funding issues and challenges
- relationship between funding and strategic direction or organisation

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- feasibility and sustainability principles
- budgets and budget pitfalls
- negotiation techniques

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 access to funding information, documentation, technology
- modelling of industry operation conditions

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to monitor and support workers. This includes implementing support processes to manage stress and emotional wellbeing of self or colleagues working in varied health and community service contexts. It also involves facilitating structured debriefing sessions to colleagues following incidents with the potential to impact on health and wellbeing.

This unit applies to leadership or management roles where the individual provides peer to peer support to colleagues and refers to specialised support services in line with organisation guidelines as required.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*
1. Monitor welfare of colleagues	1.1 Monitor stress and emotional wellbeing of colleagues, and where issues arise, take appropriate action in accordance with *organisation standards* and *procedures* 1.2 Use practices that acknowledge and accept differences and accurately identify diverse needs of colleagues 1.3 Identify required professional and *personal performance standards* and use to monitor stress and emotional wellbeing 1.4 Regularly use self assessment and *reflectivebehaviour* strategies to monitor performance 1.5 Regularly seek formal and informal performance feedback and act upon it as appropriate 1.6 Plan appropriately to identify current and potential areas of need within organisation and develop proposals to support these areas
2. Conduct structured debriefings following an incident	2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures 2.2 Schedule debriefing as soon as possible following the incident 2.3 Conduct debriefing in a safe environment and in a manner that facilitates open discussion 2.4 Use appropriate *debriefingtechniques* to encourage further exploration of emotions and experiences to assist in reflection on issues 2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns 2.6 Identify *indicators ofrisk* to self or others and respond according to the degree and nature of the risk 2.7 Document and report outcomes of debriefings in accordance with organisation standards and procedures 2.8 Identify and promptly respond to colleagues needing additional support and refer in accordance with organisation guidelines

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT005 Facilitate workplace debriefing and support processes		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- provided ongoing support to least 2 different workers to address and monitor stress and emotional wellbeing
- facilitated at least 1 structured debriefing following an incident involving stress and identified colleagues requiring additional support and referred in accordance with organisation guidelines

Knowledge Evidence

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

- organisation policies, procedures and resources relating to debriefing and crisis procedures
- dispute resolution policies and procedures
- legal and ethical considerations
- debriefing techniques:
    - best practice interventions
    - crisis intervention
    - structured debriefing
    - internal and external referral sources

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- indicators of significant issues being experienced by the worker and ways to respond
- impact of:
    - excessive stress
    - burn out
    - grief and loss
    - violent or threatening behaviour
- stress management
- internal and external support options and employee assistance programs
- specific limitations of work role, responsibility and professional abilities
- professional boundaries

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 workplace policies and procedures
- modelling of industry operating conditions, including group facilitation

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMGT006 Coordinate client directed services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to coordinate and monitor the implementation of services to clients.

Workers at this level are team leaders responsible for consulting with clients to obtain agreement regarding service options and coordinating all aspects of service provision.

This unit applies to a range of health and community service environments providing client directed care and support.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element*

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1. Prepare for client meeting	1.1 Ensure reference and promotional material is updated on a regular basis to support the communication process 1.2 Access client information to determine service options and availability 1.3 Prepare promotional material and/or written service proposal for presentation to client
2. Discuss service options with client	2.1 Discuss client preferences, needs, expectations and previous experiences regarding service provision 2.2 Present to client accurate information on support options and a proposal for service provision which is tailored to client's specific needs and preferences 2.3 Promote benefits of organisation to client and respond to queries in an accurate and positive manner 2.4 Develop and present a financial plan covering service fees and costs tailored to the client's preferences and budget 2.5 Ensure that complaints and feedback avenues are explained to the client 2.6 Determine and discuss follow up requirements 2.7 Negotiate the service agreement and complete in accordance with client requirements, organisation procedures and code of ethics
3. Communicate with support staff and other service providers	3.1 Communicate and agree on service requirements with support staff and other service providers to support efficient service implementation 3.2 Ensure that service plans reflect identified goals and needs to achieve the required outcomes 3.3 Maintain, evaluate and review service plans against requirements on a regular planned basis 3.4 Collaborate with all stakeholders to determine future requirements to meet changing needs or preferences of clients 3.5 Ensure that changes to service provision are agreed and authorised by all relevant parties
4. Manage ongoing requirements of client load	4.1 Develop and implement strategies to retain clients and build loyalty

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	4.2 Obtain and act on feedback from clients regarding satisfaction with all aspects of service provision 4.3 Obtain and act on feedback from service providers on progress of clients 4.4 Use feedback to evaluate service provision and make recommendations to organisation 4.5 Identify opportunities for continuous improvement and implement in accordance with organisation procedures and boundaries of role 4.6 Meet statutory and organisation documenting and reporting requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT006 Coordinate client directed services		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMGT006 Coordinate client directed services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- presented proposals for service provision to at least 3 clients with different needs
- completed a formal service agreement with at least 3 clients
- facilitated at least 1 meeting with support staff to communicate service requirements for 3 clients
- negotiated at least 1 service plan with an external service provider
- obtained feedback from 3 clients of their satisfaction with service provision and revised service provision to meet changing needs

Knowledge Evidence

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

- legal and ethical considerations for coordinating client directed services and how these are applied in organisations, including:
    - human rights
    - codes of conduct
    - informed consent
    - legal and organisation complaints procedures
- organisation mission and philosophy
- organisation structure and communication protocols
- ethics in sales, marketing, advertising
- theories and practice on collaborative consultation and decision making
- service delivery theories, strategies and approaches:

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    - rights based practice
    - person centred practice
    - client directed care
    - empowerment and disempowerment
    - re-enablement
    - strengths-based practice
    - self-advocacy
- support packaging
- service provision options
- links and partnerships with other service providers
- marketing, retention and loyalty techniques and practices
- conflict resolution
- negotiation techniques
- feedback and organisation and statutory complaints mechanisms
- continuous improvement
- budgets

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:
    - service promotional material
    - service provision proposals
    - service provision agreements and/or plans
- modelling of industry operating conditions, including:
    - scenarios that involve presenting to, and negotiating with, real people
    - scenarios that involve client feedback

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMGT007 Work effectively with the Board of an organisation

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit covers the skills required to work effectively with the Board or committee of an organisation or facility.

This unit applies to senior workers in a range of sectors and settings who are required to work with and provide information to Board or committee members.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**	
Elements define the essential outcomes	Performance criteria specify the performance needed to demonstrate achievement of the element.	
1. Plan for working with Board	1.1	Differentiate and document the member, governance and management issues of the organisation in the organisation's governance policy guidelines

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	1.2	Identify and document the relationships between governance issues and management issues
	1.3	Identify and document roles, responsibilities and procedures for Board members
2. Facilitate the development of Board	2.1	Communicate the organisation’s governance policy to new Directors
	2.2	Inform Directors of continuing professional development opportunities
	2.3	Monitor relevant aspects of the appropriate federal, state and local legislation and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out Board duties
	2.4	Communicate with Board members when their input and assistance is needed to contribute to organisational outcomes
3. Provide detailed information for the Board	3.1	Prepare a structured Board paper containing an agenda and all necessary information and recommendations
	3.2	Provide Board members with the papers in sufficient time to study them before the meeting
	3.3	Communicate emerging issues in the industry that are likely to have an impact on the organisation's business and strategic plan
	3.4	Evaluate the identified emerging issues within a risk management and due diligence framework for their impact on the organisation and communicate this information to the Board
	3.5	Differentiate governance and management issues and agree with the Board
	3.6	Communicate organisational progress in relation to business and strategic plans as well as areas of concern

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	3.7	Provide recommendations for future actions and directions
	3.8	Agree on future actions, directions, timeframes and responsibilities and document decisions
	3.9	Ensure complete and accurate minutes are recorded and reported to the Board
4. Ensure regular communication with the Board	4.1	Implement actions and communicate outcomes as per documented decisions and in accordance with policies and procedures
	4.2	Provide information and advice regularly to the Board to foster ongoing informed decision-making
	4.3	Brief the Chairperson in detail on all key issues at all times
	4.4	Seek feedback from the Board in relation to performance

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT007 Work effectively with the		This unit has been created to address a skill or task required	Newly created

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Board of an organisation		by industry that is not covered by an existing unit of competency	

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Assessment Requirements for CHCMGT007 Work effectively with the Board of an organisation

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- • developed a Governance Policy for at least one organisation
- • prepared Board Papers that included:
  - o progress against the organisation’s strategic plan and/or business plan
  - o information and recommendations for at least 2 governance issues and 2 management issues
- • participated in a Board meeting, including:
  - o communicating concerns and recommendations for at least 2 issues
  - o obtaining a decision on future directions for at least 2 issues
  - o recording minutes

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- • different types of Boards
- • purpose, structure and requirements of business plan and strategic plans
- • legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
- • roles and responsibilities of particular functions on the Board
- • role policies and procedures play in the effective running of an organisation
- • separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

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- • human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer and/or paid Boards
- • organisation's governance policy guidelines including policies and procedures in:
    - o role of Board
    - o Board structure
    - o role of individual Directors
    - o role of Chairperson
    - o role of Company Secretary
    - o role of Chief Executive Officer (CEO)
    - o Board meetings
    - o Board meeting agenda
    - o Board papers
    - o Board minutes
    - o the Board calendar
    - o delegation of authority
    - o monitoring
    - o strategy formulation
    - o service and advice
    - o contacts
    - o Chief Executive Officer (CEO) evaluation
    - o Director protection
    - o Board evaluation
    - o Director development
    - o Director selection and induction

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish respectful relationships with people with mental health issues	1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction 1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery 1.3 Recognise and respect the person's social, cultural and spiritual differences 1.4 Support the person to understand and exercise their rights 1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols
2. Determine the needs of people with mental health issues	2.1 Gather and interpret information about the person's needs from the person and other agreed sources 2.2 Identify and discuss with the person services and strategies that support empowerment and recovery 2.3 Support the person to express their own identity and preferences and avoid imposing own values and attitudes 2.4 Identify duty of care and dignity of risk considerations in collaboration with the person
3. Work with people with mental health issues to meet aspirations and needs	3.1 Provide support that facilitates progress towards the person's goals in collaboration with the person and their care network 3.2 Work in ways that uphold the person's rights 3.3 Adapt service delivery within organisation policies and procedures to meet the person's specific needs and requirements 3.4 Document interactions and services according to organisation policy and procedures 3.5 Respond promptly and supportively to people experiencing distress or crisis 3.6 Work within the limits of own knowledge, abilities and work role and make referrals to other services as indicated by the person's needs

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Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS001 Work with people with mental health issues	CHCMH301C Work effectively in mental health	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent
CHCMHS001 Work with people with mental health issues	CHCMH411A Work with people with mental health issues	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked with at least 3 people with mental health issues in ways that support individual empowerment and recovery through:
    - use of communication techniques
    - provision and adaptation of services to meet particular needs

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) when working with people with mental health issues, and how these are applied in organisations and individual practice:
    - children in the workplace
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management

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  - rights and responsibilities of workers, employers and individuals
  - specific mental health legislation – impact on individual workers and consequences of breaches
  - work role boundaries – responsibilities and limitations
  - work health and safety
- values and principles of the mental health sector, including:
  - recovery
  - recovery oriented practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment
  - access and equity
  - early intervention
  - rights
  - social justice and inclusion
  - citizenship
- different contexts of mental health work, including:
  - historical context, changing attitudes to mental health and approaches to working with people with mental health issues
  - social context. changing societal views of mental health and approaches to working with people
  - political context, government policies and initiatives affecting the mental health sector
  - economic context, the current economic situation as it relates to and affects the mental health sector and the subsequent impact on people
- impact of own attitudes on working with people with mental health issues
- key issues facing people with mental health illnesses, including impact of prejudice and discrimination
- myths and facts about mental illness
- types of mental illness
- existing services to address a person’s needs and rights
- appropriate responses to changes in mental health, mental distress and crisis
- circumstances in which referral to a health or other professional is appropriate

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS002 Establish self-directed recovery relationships

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to promote the principles of recovery oriented practice, and to establish and confirm self-directed recovery relationships with people with mental illness.

This unit applies to work with people living with a mental illness in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Promote principles of recovery and recovery oriented practice	1.1 Acknowledge and respect the person as the author, definer and director of their own recovery and recovery journey 1.2 Work in ways that inspire hope for the future, belief in recovery by investing in the person and the relationship and increasing support for the person in their community of choice 1.3 Identify and take into account personal values and attitudes regarding recovery, mental health and illness when planning and implementing all work activities 1.4 Demonstrate consideration and respect for the important contribution of the person's other relationships, life events, culture and activities to the recovery process
2. Establish the context for a self-directed recovery relationship	2.1 Establish and maintain a safe, positive working relationship and environment 2.2 Identify and address the power dynamics impacting on the relationship 2.3 Build a working relationship based on shared understandings using effective communication strategies 2.4 Interact with the person showing warmth, openness, care and authenticity 2.5 Discuss, clarify and use in all communications the person's preferred language, understandings, analogies and concepts about their experience 2.6 Adjust communication strategies to meet cultural preferences 2.7 Clarify role expectations and define appropriate relationship guidelines
3. Invite information sharing	3.1 Invite the person to tell their story 3.2 Respond appropriately to clarify aspects of the story and the persons' understanding of their experience 3.3 Respond to the person in a manner that reflects appreciation of their situation and fosters respect, rights, promotion of dignity, hope and belief in their recovery 3.4 Recognise impacts of mental illness and a mental health diagnosis on the person's life and sense of self

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	3.5 Establish eligibility and priority for service and refer appropriately if required 3.6 Work within the context of the person's experiences, understandings and meanings to build a shared understanding of their needs
4. Define and confirm the collaborative relationship	4.1 Share information about the organisation and programs, services and support available 4.2 Facilitate an exchange of definitions and understandings of recovery and recovery oriented practice and develop a shared understanding 4.3 Share and exchange other information required to establish a recovery oriented collaboration 4.4 Work with the person to determine their readiness and desire to self-advocate and participate in the service 4.5 Work collaboratively with the person to agree on the type and nature of services or support to be offered and decide the way the relationship will operate 4.6 Establish agreement with the person on roles and responsibilities for both the person and the worker, and document in accordance with organisation procedures 4.7 Clarify and document any other accountability requirements including program, funding or legislative requirements

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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS002 Establish self-directed recovery relationships		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS002 Establish self-directed recovery relationships

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- established and maintained self-directed recovery relationships with at least 3 people with mental illness
- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory and local) for mental health work, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management

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    - rights and responsibilities of workers, employers and individuals accessing the service
    - specific mental health legislation and its impact on individual workers
    - work role boundaries – responsibilities and limitations
    - work health and safety
- values and principles of the mental health sector, including:
    - recovery
    - recovery oriented practice
    - health promotion and prevention
    - holistic approach
    - empowerment/disempowerment
    - access and equity
    - early intervention
    - rights
    - social justice and inclusion
    - citizenship
- historical, current and emerging models of understanding mental illness in Australia and internationally
- evidence base for recovery including research and personal recovery experience
- programs, services and supports available to people with mental illness
- strength based approaches
- reflective practice and its role in underpinning ongoing learning, growth and good practice
- techniques for communication and motivational interviewing/counselling, including:
    - active listening
    - attending skills, use of body language, non-verbal communication
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - normalising statements

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS003 Provide recovery oriented mental health services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work collaboratively in providing services to implement a range of strategies as part of recovery oriented service provision for people with mental illness.

This unit applies to work with people living with mental illness in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
•	

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1. Share and collect information to collaboratively inform the plan for recovery	1.1 Work in a recovery oriented framework that respects the person's experience, culture and unique recovery journey and the agreed recovery alliance relationship 1.2 Use a collaborative approach to discuss and determine information to be collected and sources of information to be accessed 1.3 Explain any organisation or program requirements including the commitment to access and equity, and limits to confidentiality 1.4 Obtain consent from the person according to organisation policy and procedure 1.5 Gather and document information from the person and other agreed sources to explore and clarify the person's preferences, meanings and needs 1.6 Apply best practice principles, if formal assessment is to be conducted, and work within organisation policy and procedures relating to assessment protocols 1.7 Together identify the range and potential effects of social and other barriers that are impacting on the person
•	
2. Facilitate collaborative planning process for recovery	2.1 Work collaboratively to develop a plan for recovery and transition based on the person's choices, preferences, values, needs and goals and discuss different planning options and tools 2.2 Facilitate planning sessions using effective communication strategies in a manner that respects the person as their own expert, fosters their strengths and supports them as the driver of their recovery journey 2.3 Discuss and confirm the person's choices for personal wellness, development of self-efficacy, cultural requirements, values, meanings and purpose in life 2.4 Work collaboratively with the person to identify strategies and priorities to achieve goals including self-advocacy strategies and transition beyond the service 2.5 Identify possible barriers or risks with the person and the strategies and/or other people who can assist in responding to or overcoming these challenges 2.6 Develop and document personal wellness plan, risk plans or other plans to meet the person's priorities, as appropriate 2.7 Work collaboratively with the person to identify and balance duty of care and dignity of risk considerations whilst promoting independence from service

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	2.8 Identify and document the person's and worker's roles and timelines for action
3. Collaboratively implement plan for recovery	3.1 Discuss with the person their interest and readiness to initiate their plan for recovery 3.2 Undertake service actions as agreed in the plan in a timely manner 3.3 Facilitate access to information, resources and education about opportunities and service options relevant to the persons aspirations 3.4 Support person's decision making and self-advocacy 3.5 Support person's positive risk taking and resilience building 3.6 Maintain regular contact with the person, and be available to offer support and follow up on actions 3.7 Maintain records and progress notes in collaboration with the person
4. Develop and maintain effective working relationships with care support network	4.1 Determine with the person who else they choose to involve in their recovery process and the roles they want them to play 4.2 Obtain consent specifying what information can be shared with specific members of their care network and the circumstances in which the information can be released 4.3 Identify the information and support needs of family, carer/s and friends 4.4 Establish rapport and build an effective working relationship with relevant members of the care network 4.5 Provide and communicate information so that it is readily understood by members of the care network 4.6 Work from a strength based approach and communicate in a manner that respects the rights, dignity, choices and confidentiality of the person with the mental health condition while facilitating the care network to support the person 4.7 Facilitate support, training or services to family, carer/s and friends based on identified needs

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5. Support person during challenges	5.1 Respond proactively to potential obstacles, challenges and barriers that arise, working with the person to identify ways to proceed and to reduce the likelihood of occurrence 5.2 Maintain an empathic, supportive and hope inspiring approach as challenges occur seeing challenge as part of the recovery journey and sources for learning 5.3 Respond promptly, positively and supportively to person in distress or crisis and support access to required services 5.4 Respond promptly to de-escalate potential incidents or risks and promote safety
6. Collaboratively review the effectiveness of the plan and support provided	6.1 Review recovery plan and alliance regularly with person to ensure continued relevance and effectiveness 6.2 Gather feedback from the person at key milestones about the effectiveness and progress in implementing their recovery plan 6.3 Identify new directions and areas for change in the recovery plan and amend plans and transition strategies 6.4 Continue implementation and review cycle for the recovery plan until outcomes have been achieved and no further service or support is required 6.5 Gather and respond to feedback from the person on their satisfaction with the service and support provided 6.6 Reflect on work practice and feedback and identify opportunities for enhancing empowerment and improved processes

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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS003 Provide recovery oriented mental health services		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS003 Provide recovery oriented mental health services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- collaborated with at least 3 different people with mental illness to develop, implement and review a plan for recovery using recovery orientated approaches
- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory and local) for mental health work, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service

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    - specific mental health legislation and its impact on individual workers
    - work role boundaries – responsibilities and limitations
    - work health and safety
- values and principles of the mental health sector
    - recovery
    - recovery oriented practice
    - health promotion and prevention
    - holistic approach
    - empowerment/disempowerment
    - access and equity
    - early intervention
    - rights
    - social justice and inclusion
    - citizenship
- evidence base for recovery including research and personal recovery experience
- types of mental illness
- local and international best-practice frameworks for:
    - planning
    - assessment
    - implementing plan
    - review
- strategies to:
    - support a person in distress or crises
    - de-escalate incidents of risk
- historical, current and emerging models of understanding mental illness in Australia and internationally
- techniques for communication and motivational interviewing/counselling, including:
    - active listening
    - attending skills, use of body language, non-verbal communication
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing

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    - exploring options
- normalising statements
- reflective practice and its role in underpinning ongoing learning, growth and good practice

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS004 Work collaboratively with the care network and other services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills knowledge required to work collaboratively with the care network and other potential services for a person with mental illness. This work provides a recovery oriented practice approach, involving a variety of health and community service professionals working collaboratively with the person and their care network.

This unit applies to work with people living with mental illness in a range of community services work contexts.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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• 1. Identify and build resilience and capacity in the person's care network and community of choice	1.1 Work collaboratively to identify the scope and membership of the person's care network and their community of choice 1.2 Work with the person with mental illness to clarify the roles and importance of members of the care network and determine their potential to positively impact the life of the person 1.3 Work collaboratively with the person to identify the potential to expand or strengthen the care network, or increase their participation in their community of choice 1.4 Provide support, information or other actions to assist the person to uphold their rights, build resilience and capacity in their network, as required
• 2. Develop and maintain effective working relationships with other services and programs	2.1 Establish networks and local contacts to maximise availability of service options so a person's needs can be holistically met 2.2 Gather and review information about local services to identify benefits and limitations of available service options and their possible contribution to the recovery process 2.3 Clarify scope of collaborative approaches and work within individual, team and multi-disciplinary work roles and structures 2.4 Establish, negotiate and document partnerships 2.5 Develop and maintain working relationships with local service providers, according to the person's needs 2.6 Identify limits of own abilities, role or knowledge and after discussion with the person, make referrals to other services in accordance with organisation policies and available resources
• 3. Review and monitor services provided by other organisations and programs	3.1 Review effectiveness of referrals and services offered, in collaboration with person and other services 3.2 Identify gaps or additional services needed 3.3 Negotiate and advocate as required to ensure programs are meeting the person's recovery goals

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	3.4 Work collaboratively to identify and address any difficulties the person is experiencing with other services and work with the person and service to achieve the desired outcome

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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS004 Work collaboratively with the care network and other services		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS004 Work collaboratively with the care network and other services

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked collaboratively with at least 3 different people with mental illness to meet recovery goals
- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory and local) for mental health work, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service

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    - specific mental health legislation and its impact on individual workers
    - work role boundaries – responsibilities and limitations
    - work health and safety
- values and principles of the mental health sector, including:
    - recovery
    - recovery oriented practice
    - health promotion and prevention
    - holistic approach
    - empowerment/disempowerment
    - access and equity
    - early intervention
    - rights
    - social justice and inclusion
    - citizenship
- roles and importance of different components of the support network, including:
    - natural supports
    - peer support
    - family, friends and carers
    - formal services
- how historical, social and policy contexts of mental health services have changed and how it impacts on current service delivery
- models of care coordination
- basic negotiation and conflict resolution techniques
- local and state services, including:
    - availability
    - appropriateness
    - referral protocols
- reflective practice and its role in underpinning ongoing learning, growth and good practice

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used, it must reflect real working conditions by modelling

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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.

Link

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CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to assess capacity to support people with co-existing mental health and alcohol and other drugs issues and to work collaboratively to provide support and facilitate links to other services.

This unit applies to work with people with co-existing mental health and alcohol and other drugs (AOD) assessments in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assess capacity to provide support to a person with co-existing mental health and AOD issues	1.1 Recognise and respond to signs indicating that a person may have co-existing mental health and AOD issues 1.2 Identify own service provision and possible agency programs or interventions suitable for a person with dual diagnosis 1.3 Assess the impact and nature of co-existing conditions on the person, including their social, financial and legal status 1.4 Work with the person to understand their readiness, motivation, priorities and goals for recovery in relation to both their mental health and alcohol and other drug issues 1.5 Research or consult with specialist services, as needed, to gather additional specific information about the relevant AOD substances and their interactions or possible impacts on someone with mental health issues
2. Work collaboratively to provide support services to address co-existing issues	2.1 Build an effective working relationship with the person 2.2 Discuss with the person their existing services and supports, and their perspective on collaboration or coordination across services 2.3 Gather and review information on available service options and approaches with the person 2.4 Support person to make informed decisions about approaches, including resources and services 2.5 Develop and document a plan with the person that reflects choices made 2.6 Work collaboratively with the person to facilitate the implementation of appropriate strategies, services and resources
3. Facilitate links to further care	3.1 Identify issues that are outside the scope of the service and/or the scope of the worker 3.2 Collaboratively identify appropriate service and other support options with the person 3.3 Support positive decision making to assist the person to make informed choices about recovery options

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	3.4 Work collaboratively with the person to determine referral options, and responsibilities and consents required 3.5 Make referrals in consultation with the person and in line with organisation protocols 3.6 Follow up and evaluate referrals to ensure they have been effective
4. Collaborate with the person to minimise risk	4.1 Work collaboratively with the person to proactively identify potential risks to safety of person, workers and others 4.2 Prevent risks by identifying triggers, strategies to manage risks and contingency options 4.3 Use evidence based de-escalation techniques, conflict resolution and negotiation skills to manage conflict 4.4 Identify emergency situations and seek immediate assistance 4.5 Comply with laws, relevant ethical guidelines and policy requirements that affect duty of care and dignity of risk
5. Review and report on support provided	5.1 Develop and maintain records of services provided, decisions made and follow up actions in collaboration with the person 5.2 Communicate relevant information to work colleagues and other people working with the person, with the persons consent 5.3 Reflect on own role in providing support and use learning to enhance future practice 5.4 Seek advice, supervision and debriefing from workplace supervisor based on identified needs

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues	CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked collaboratively to provide services to at least 3 people with co-existing mental illness and AOD issues

Knowledge Evidence

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

- values, philosophies and service delivery models of the AOD and mental health sectors, their similarities and differences, including:
    - holistic and strength based approaches
    - recovery and recovery oriented practice
    - harm minimisation
    - power relations and dynamics, including empowerment/disempowerment, language
    - access, equity, rights based practice and social justice
    - dignity of risk
- legal and ethical considerations (international, national, state/territory and local) for dealing with people with co-existing issues, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care

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    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service
    - specific mental health/AOD legislation and its impact on individual workers
    - work role boundaries – responsibilities and limitations
    - children in the workplace
    - work health and safety
- safety and risk management considerations and strategies, including:
    - identification
    - prevention
    - minimisation strategies
    - evidence based de-escalation techniques, conflict resolution and negotiation skills
- substances and AOD work, including:
    - common types of illegal and legal substances, including medications, tobacco and caffeine
    - harms, including common impacts of long-term use
    - common signs and symptoms of use, dependency and withdrawal
    - different models of approach, including harm minimisation and abstinence
    - drug tolerance
    - relapse prevention strategies
    - basic knowledge and general understanding of interactions between common types of mental health medications and other substances
- interactions and risk factors between common types of mental health medications and other substances
- evidence-based mental health practice including *National practice standards for the mental health workforce*
- role and use of standard screening tools to identify co-existing mental health/AOD issues

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- available services and support strategies appropriate to those with co-existing issues, including those beyond AOD and mental health
- techniques and processes for developing, documenting and implementing a plan of action to address co-existing issues
- models of change and basic principles of motivational interviewing

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS006 Facilitate the recovery process with the person, family and carers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work collaboratively with a person with mental illness and/or AOD issues to establish a basis for participation of family and carers in their individual recovery process and to facilitate ongoing participation in line with the person's needs and wishes.

This unit applies to work with people with mental illness and/or AOD issues.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Involve the person, carers and families in planning support during recovery	1.1 Identify benefits and issues related to family and carer participation in recovery processes 1.2 Discuss with the person appropriate involvement of family and carers 1.3 Work with the person to identify and agree on specific roles and responsibilities and accurately record in the person's recovery plan 1.4 Consult with identified family, carers and other relevant stakeholders in line with the person's consent 1.5 Gauge level of relevant knowledge, skill and involvement of carers and family as a basis for identifying additional support requirements 1.6 Provide information, resources, referrals and education to meet the needs of carers and families within scope of own work role 1.7 Engage with the person, family and carers to plan provision of appropriate support in line with the person's consent 1.8 Establish a relationship with the person, family and carers within boundaries of own work role 1.9 Clarify expectations of carers and family and provide relevant additional information to support and manage realistic expectations
2. Facilitate recovery with appropriate involvement of carers and family	2.1 Involve carers and family in the person's recovery process with consent of the person and in line with recovery plan 2.2 Maintain relationship with carers and family to identify changing carer needs and to identify support needs of carers within boundaries of own work role 2.3 Assist the person to identify ways in which their behaviour may be positively or negatively influenced by others 2.4 Assist the person to identify ways they may positively or negatively affecting family and carers
3. Monitor and review involvement of carers and family	3.1 Monitor carer and family participation in collaboration with the person to ensure ongoing effectiveness and consent of the person

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	3.2 Monitor any potentially negative influences on the person and bring these to the carer and family's attention 3.3 Take action to maintain well being and safety of self, the person and other stakeholders 3.4 Complete and maintain required documentation

Foundation Skills

The Foundation Skills describe those required skills (such as 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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS006 Facilitate the recovery process with the person, family and carers	CHCMH409A Facilitate consumer, family and carer participation in the recovery process	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes	Not equivalent

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		to knowledge evidence.	

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Assessment Requirements for CHCMHS006 Facilitate the recovery process with the person, family and carers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked collaboratively to identify, plan, implement and monitor family and carer participation in the recovery processes for at least 3 different people
- used effective communication with both the person, their and family/carers
    - reflective listening and responding
    - development of empathy and rapport
    - recognition of non-verbal triggers
    - negotiation and conflict resolution techniques

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory and local) regarding consumer and carer participation in planning and recovery, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards

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    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service
    - specific mental health legislation and its impact on individual workers
    - work role boundaries – responsibilities and limitations:
        - role of other workers
        - roles of family and carers
    - work health and safety
- values and principles of the mental health sector, including:
    - recovery
    - recovery oriented practice
    - health promotion and prevention
    - holistic approach
    - empowerment/disempowerment
    - access and equity
    - early intervention
    - rights
    - social justice and inclusion
    - citizenship
- principles and practices underpinning consumer and carer participation in recovery and service provision
- available consumer and carer services and resources

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS007 Work effectively in trauma informed care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to practice and contribute to the continuous improvement of trauma informed care within a service.

This unit applies to individuals working in the community services and health sectors where services are informed by the knowledge and understanding of central trauma, particularly the impact of interpersonal violence.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Work from a trauma informed care perspective	1.1 Apply the key principles and practices of trauma informed care

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	1.2 Promote safe environments and relationships with those affected by trauma, including preventing traumatisation and re-traumatisation in the context of service use 1.3 Respond to disclosures of past and current trauma or abuse using principles of trauma informed care 1.4 Respond to behaviours and distress related to trauma using principles of trauma informed care 1.5 Assist individuals affected by trauma to identify personal resources and strengths 1.6 Recognise the coping strategies and adaptations of individuals who have experienced trauma 1.7 Identify resources and strengths within individuals who have experienced trauma
2. Utilise self-care strategies	2.1. Apply self-care strategies in managing re-traumatisation 2.2 Apply self-care strategies in managing vicarious trauma
3. Contribute to the continuous improvement of trauma informed care in services	3.1 Reflect upon own practice and work environment and identify opportunities to embed trauma informed care and practice in service delivery 3.2 Identify barriers to implementing trauma informed care and practice and refer to appropriate/senior personnel 3.3 Participate in organisation policy development on trauma informed care according to job role 3.4 Identify and participate in strategies to enhance service delivery of trauma informed care 3.5 Invite and respond to consumer feedback on trauma informed practices and service delivery

Foundation Skills

The Foundation Skills describe those required skills (such as 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.	

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS007 Work effectively in trauma informed care	CHCPW404A Work effectively in trauma informed care	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCMHS007 Work effectively in trauma informed care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked from a trauma informed care perspective with at least 3 people with mental illness

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) for trauma related practice, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service
    - specific legislative requirements related to trauma

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    - work role boundaries – responsibilities and limitations
    - work health and safety
- trauma, including:
    - prevalence of trauma in the general population and with service users
    - definitions of trauma and complex trauma and its impacts
    - how trauma impacts development of those affected
    - the dynamics of interpersonal violence and the relationship to trauma
    - the way individuals cope and manage the impact of trauma
    - the potential for and causes of re-traumatisation, in particular in accessing or receiving services
- gender differences in the application of trauma informed care
- common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services
- values and core principles and features of trauma informed care and practice, including:
    - understanding trauma and its impact
    - promoting safety in environments and relationships
    - ensuring cultural competence
    - supporting control, choice and autonomy
    - fostering healthy, supportive relationships
    - promoting the belief that recovery is possible
    - promoting strengths based, collaborative practices
- impacts of traumatic events that occur when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint)
- role of triggers and 'flashback' (re-experiencing), re-victimisation and re-traumatisation
- referral options and resources available to support self-advocacy
- links between suicidality, self-harm and interpersonal trauma
- self-care strategies for workers

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.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS008 Promote and facilitate self advocacy

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to encourage, support and promote self-advocacy. The promotion and facilitation of self-advocacy contributes to a person's self-determination, empowerment and right to make informed choices in regard to all aspects of their life.

This unit applies to work with people living with mental illness in a range of community services work contexts.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assist individuals or groups to identify their issues, rights and preferred options	1.1 Apply strategic questioning to clarify advocacy issues 1.2 Review and provide information on self advocacy in relation to individual or group issues 1.3 Assist individual or group to identify their own needs and rights and to determine if their rights are being infringed or not being met 1.4 Work with individuals or groups to evaluate and negotiate advocacy options 1.5 Document advocacy options according to organisation policy and procedures
2. Enable individuals to gain self-advocacy skills	2.1 Build a shared understanding about advocacy issues and choices available 2.2 Identify potential barriers and relevant strategies to overcome them 2.3 Collaboratively develop an individual's self-advocacy strategy and arguments 2.4 Provide opportunities for practicing self-advocacy 2.5 Identify and utilise self-advocacy resources 2.6 Support individuals to document the circumstances and events relevant to the advocacy situation
3. Follow up and support individuals after self-advocacy	3.1 Follow up and reflect with the individual the self-advocacy process and outcomes 3.2 Identify further strategies and next steps according to individual's needs 3.3 Provide additional advocacy support to individuals, when needed, to further enhance their self-advocacy efforts
4. Promote self-advocacy	4.1 Model aspects of self-advocacy through assertive communication skills 4.2 Identify and use opportunities to promote the right of individuals to self-advocate 4.3 Encourage a culture of self-advocacy and dignity of risk 4.4 Develop promotional material about self-advocacy

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	4.5 Raise awareness about barriers to self-advocacy

Foundation Skills

The Foundation Skills describe those required skills (such as 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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS008 Promote and facilitate self advocacy	CHCPW405A Promote and facilitate self advocacy	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCMHS008 Promote and facilitate self advocacy

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- encouraged, supported and promoted self-advocacy when working with at least 3 people with mental health issues

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) for advocacy, and how these are applied in organisations and individual practice:
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service
    - work role boundaries – responsibilities and limitations
    - work health and safety
- history, values, central philosophies and context of advocacy and self-advocacy

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- differences between negotiation, advocacy, mediation, facilitation and conciliation and the ways they are used
- self-advocacy approaches and options, including group and individual advocacy
- referral options and resources available to support self-advocacy
- barriers to self-advocacy and strategies for overcoming barriers
- social justice principles including human rights, self-determination, access and equity, and empowerment
- impacts of stigma, prejudice and discrimination
- organisation policy and procedures relevant to the facilitation and promotion of self-advocacy

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS009 Provide early intervention, health prevention and promotion programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to develop and conduct early intervention, health prevention and promotion programs focussing on mental health and wellbeing.

This unit applies to work with people with mental illness in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Gather information and determine need	1.1 Monitor community, group and individual mental health and wellbeing issues, risks and protective factors. 1.2 Identify, access and review information sources on population health, demographic, social and epidemiology trends 1.3 Identify and consult with key stakeholders 1.4 Determine key issues and program objectives from research undertaken
2. Develop and implement programs	2.1 Research features of other evidence based promotion, prevention and early intervention programs 2.2 Investigate and integrate current preventative health care perspectives 2.3 Identify the need for additional specialist skills within the program 2.4 Create, structure and document a program that responds to identified needs and objectives 2.5 Develop evaluation mechanisms against agreed objectives 2.6 Develop and implement an action plan that identifies required activities, resources, and timelines 2.7 Implement program according to agreed plan
3. Evaluate and report on programs	3.1 Gather feedback from stakeholders on completion of program 3.2 Evaluate impact and value of program against agreed mechanisms, from own observations and feedback received 3.3 Develop recommendations for change based on evaluations and seek approval where required 3.4 Prepare reports and documentation according to organisation protocols 3.5 Communicate outcomes, evaluation results and proposed recommendations with key stakeholders

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS009 Provide early intervention, health prevention and promotion programs		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS009 Provide early intervention, health prevention and promotion programs

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- researched, prepared, implemented and evaluated at least 1 early intervention and/or health prevention and/or health promotion program to address the needs of a specific group/community

Knowledge Evidence

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

- mental health and wellbeing issues of community concern
- types of information/content that may be included in programs and sources of credible information about these, including:
    - fitness, exercise and physical activity
    - nutrition (*Australian dietary guidelines* only)
    - environmental health
    - mental health
    - sexual and reproductive health
- key stakeholders for program development
- sources of information on:
    - population health trends
    - epidemiology
    - social/demographic trends
- different types and styles of early intervention, health prevention and promotion programs, and how they are implemented, including:

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    - seminars
    - promotional events
    - community visits
- structure, content and format of existing evidence based early intervention/health prevention and promotional programs
- program planning and organisation techniques:
    - research
    - consultation
    - format and structure for different types of program
    - resourcing options and sources – human, financial and physical
    - operational considerations
    - evaluation
    - reporting
- legal and ethical considerations (international, national, state/territory, local) for program development and implementation, and how these are applied in organisations and individual practice:
    - codes of practice
    - duty of care
    - policy frameworks
    - practice standards
    - specific mental health legislation
    - work health and safety

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**.**

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS010 Implement recovery oriented approaches to complexity

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to identify and respond to issues of complexity when supporting people living with mental illness and their care networks. The unit is based on a strengths-based approach and acknowledges that complexity is not a characteristic of an individual. Complexity may be impacted by a range of interactions between the worker, the organisation and the environmental context.

This unit applies to work with people living with mental illness in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
•	
1. Identify the person's issues that may contribute to complexity	1.1 Invite the person to share their life experience, values, hopes, expectations and needs 1.2 Respond sensitively and warmly and exchange information with the person to assist in facilitating understanding of issues and establish rapport 1.3 Identify with the person the breadth of issues they are facing and any associated or impacting factors 1.4 Listen actively to ensure experiences are heard to support exploration and validation of issues raised 1.5 Engage in collaborative record keeping and ongoing consent
•	
2. Identify worker or service issues that may affect capacity to work with the person	2.1 Identify strengths and limitations of worker and their expertise and experience in dealing with the person's circumstances 2.2 Discuss the compatibility of the service approach to the persons values and preferences to facilitate real choice 2.3 Identify systemic and personal issues and challenges and report according to organisation procedures
3. Identify environmental issues that may contribute to complexity	3.1 Identify any limitations relating to geographical location and isolation 3.2 Identify extent of the person's social and support network and any indications of social exclusion or inclusion 3.3 Identify current policies, at a state and federal level and any funding limitations or criteria 3.4 Identify differences in other service practice environments and compatibility to the persons preferences

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4. Work collaboratively to prioritise needs and develop self-determined directions	4.1 Seek agreement on the process for prioritising needs 4.2 Prioritise needs and hopes in collaboration with the person 4.3 Agree on options, directions and timelines 4.4 In conjunction with the person, explore risks, opportunities and strategies 4.5 Identify other members of their support network, other services or professionals they wish to involve 4.6 Develop and agree on contingency plans as necessary 4.7 Respond flexibly to the changing needs and circumstances of the person 4.8 Provide and negotiate flexible responses in service provision
5. Coordinate and negotiate recovery oriented service	5.1 Establish, expand and maintain partnerships and support networks to meet the persons needs and create sustainable service pathways 5.2 Work effectively with colleagues, and partner organisations to integrate any existing service provision 5.3 Create supportive and collaborative partnerships with carers, family, friends and community supports 5.4 Collect, review and maintain information on local community services and supports, and share and engage in knowledge exchange 5.5 Use outcomes measures and feedback to ensure the persons needs are being met by contributing services and natural supports 5.6 Continually utilise a range of strategies to actively inspire and foster the persons ongoing involvement 5.7 Proactively respond to support and service gaps both internally and externally 5.8 Proactively and consistently follow up with the person and gather feedback about service provision
6. Address challenges to communication and relationships	6.1 Communicate clearly, honestly and transparently to develop and maintain trusting relationships 6.2 Adapt the communication style and language to meet the needs of others, identifying and addressing any barriers

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	6.3 Adapt to changing circumstances and respond to the reactions and feedback of others, including responding to person in distress or crisis 6.4 Proactively anticipate change and utilise advanced negotiation skills to address challenges and resolve systemic issues 6.5 Respond to de-escalate potential incidents or risks and promote safety 6.6 Promote and support self advocacy
7. Review and reflect on practice	7.1 Reflect on own work practice and identify areas for improvement 7.2 Seek and use feedback from others as the basis for improving approaches to working with complexity

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS010 Implement recovery oriented approaches to complexity		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS010 Implement recovery oriented approaches to complexity

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- performed the activities outlined in the performance criteria of this unit during a period of 160 hours of work worked collaboratively with at least 3 different people with mental illness, and as relevant, their support network, to develop and implement a recovery plan
- worked with at least 4 of the following complexity issues with those people:
    - alcohol and other drugs (AOD)
    - gambling
    - torture
    - grief and loss
    - disability
    - family violence
    - child protection
    - justice system
    - social housing/homelessness

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory and local) for addressing complexity in mental health work, and how these are applied in organisations and individual practice:
    - codes of practice
    - continuing professional education

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    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service
    - specific mental health legislation and its impact on individual workers
    - work role boundaries – responsibilities and limitations
    - work health and safety
- values and principles of the mental health sector, including:
    - recovery
    - recovery oriented practice
    - health promotion and prevention
    - holistic approach
    - empowerment/disempowerment
    - access and equity
    - early intervention
    - rights
    - social justice and inclusion
    - citizenship
- advocacy and promotion and support of self advocacy strength based practice
- factors that contribute to complexity and the service delivery models, frameworks and legislation in the following and their links with mental health, including:
    - AOD
    - chronic disease
    - economic circumstance
    - education
    - gambling

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    - torture
    - grief and loss
    - disability
    - family violence
    - child protection
    - justice system
    - social housing/homelessness
- cultural safety considerations
- techniques for communication and motivational interviewing/counselling, including:
    - active listening
    - attending skills, use of body language, non-verbal communication
    - paraphrasing
    - reflecting feelings
    - open and closed questioning or probing
    - summarising
    - reframing
    - exploring options
    - normalising statements
- communication techniques required for dealing with complexity:
    - conflict resolution
    - negotiation
- approaches to practice, including:
    - motivational interviewing
    - solution focused approaches
    - strength based approaches
    - cognitive behavioural approaches
    - narrative approaches
    - acceptance and commitment therapy (ACT)
    - dialectal behavioural therapy
- reflective practice and its role in underpinning ongoing learning, growth and good practice

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS011 Assess and promote social, emotional and physical wellbeing

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work collaboratively with individuals to assess, promote and review all aspects of wellbeing.

This unit applies to work with people living with mental illness in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Assess the persons wellbeing	1.1 Provide information and resources to the person to explain social and emotional wellbeing, holistic practice and the available services and programs 1.2 Explore the domains of wellbeing with the person, identifying strengths and strategies that keeps the person strong 1.3 Reflect on and respond to own values, beliefs, attitudes, power and behaviours regarding wellbeing to ensure non-judgemental practice 1.4 Clarify and respect the person's choices, parameters and boundaries relating to topics to be discussed 1.5 Work with the person to identify other information to gather or people to contact to add to the understanding of their social emotional wellbeing 1.6 Determine with the person other people, including the natural supports, the person wants involved in their plans and support 1.7 Identify, negotiate, obtain and document any consents required
2. Promote physical wellbeing	2.1 Discuss with the person their health and physical wellbeing 2.2 Discuss with the person any health issues or potential risks to health including fitness and nutrition and encourage them to seek professional advice as required 2.3 Identify when regular health checks were last undertaken and, according to the person's needs, facilitate referrals or appointments 2.4 Arrange for health assessments or medication reviews based on the person's needs 2.5 Proactively support and encourage the person to identify areas where physical health could be improved and develop strategies 2.6 Promote healthy living habits using established and credible information sources
3. Promote social wellbeing	3.1 Identify and map the person's social network, including their care network, their community participation and others that are providing the person with support 3.2 Assess the level of social inclusion/exclusion or isolation 3.3 Develop strategies to promote community participation and connection to extend depth or breadth of the person's social network

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	3.4 Determine the person's current level of involvement in socially based activity and their desire to increase participation in any of these areas 3.5 Support and regularly review social inclusion strategies
4. Promote emotional wellbeing	4.1 Identify emotional strengths, challenges and triggers 4.2 Identify activities or people that promote emotional strength and wellbeing 4.3 Develop strategies and contingency plans to address emotional challenges and promote resilience and emotional wellbeing
5. Promote cultural or spiritual wellbeing	5.1 Work collaboratively to identify the person's preferred cultural and/or spiritual values, beliefs, traditions, activities and practices 5.2 Identify cultural and spiritual needs and activities the person wants to undertake or changes they would like to make 5.3 Identify other people or resources required to introduce these changes 5.4 Support the person to implement cultural/spiritual strategies and access resources 5.5 Identify with the person and address any cultural improvements to practice
6. Review the persons well being	6.1 Recognise and celebrate progress and identify new directions and strategies as chosen by the person 6.2 Respond flexibly and utilise contingency plans as required 6.3 Recognise the need for specialist expertise and seek according to the person's needs 6.4 Evaluate effectiveness of work and service provision, gathering and acting on feedback from all relevant parties particularly the person receiving service 6.5 Reflect on own practice and use learning to identify strategies and plan for improved practice 6.6 Engage in collaborative record keeping

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS011 Assess and promote social, emotional and physical wellbeing		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS011 Assess and promote social, emotional and physical wellbeing

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- collaboratively delivered wellbeing support reflecting recovery oriented practice with at least 3 people:
    - physical
    - social
    - emotional
    - cultural/spiritual

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) for client wellbeing, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks

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    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service
    - work role boundaries – responsibilities and limitations
    - work health and safety
- principles and practices of holistic social emotional wellbeing, including:
    - social
    - emotional
    - physical
    - cognitive
    - cultural/spiritual
- impact of a lack of social and emotional wellbeing (SEWB) on mental health
- evidence based practice in relation to support for the individual domains
- iatrogenic effects of mental illness diagnosis and treatment on an individual's wellbeing
- requirements for physical wellbeing, including:
    - nutrition
    - exercise
    - food security/insecurity
    - self-care style opportunities and information
    - oral health
    - comprehensive health checks
    - access to health services, and natural supports and resources
    - sexual health strategies including contraception, sexually transmitted infections (STIs) and strategies for sexual expression
- aspects of social wellbeing and types of social activity of that contribute to wellbeing, including:
    - education
    - employment
    - community
    - volunteering
    - hobbies
    - personal interests
- aspects of emotional wellbeing, including:
    - ability to self-care

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    - quality of support systems
    - healthy relationships
- aspects of cultural/spiritual wellbeing, including:
    - involvement in cultural activities and networks
    - ability to practise own culture
    - good links within own culture
- cognitive aspects that affect wellbeing, including:
    - ability to practise coping strategies
    - mindfulness
    - relaxation
- models of change, including stages of change model
- awareness of social exclusion/inclusion, disadvantage, systemic oppression and power dynamics
- approaches to practice, including:
    - motivational interviewing
    - solution focused approaches
    - strength based approaches
    - cognitive behavioural approaches
    - narrative approaches
    - acceptance and commitment therapy (ACT)

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS012 Provide support to develop wellness plans and advanced directives

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to support a person living with mental illness to develop recovery wellness plans and advanced directives. These plans outline the person's preferences and plans to maintain wellness and to direct actions and support strategies should they become unwell.

This unit applies to work with people with mental illness in a range of community services work contexts.

Use of the term 'advanced directive' may vary between states and territories.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect information to support the development of a wellness plan	1.1 Provide information and resources that will enable the person to make informed choices about wellness planning 1.2 Develop a shared understanding of the person's goals, preferences and values in relation to wellness planning 1.3 Work collaboratively to identify any cultural factors that may influence wellness planning 1.4 Work collaboratively to identify who may need to be consulted regarding the wellness plan 1.5 Identify, access and review other information or documents that need to be referred to during the planning process
2. Support the development of a wellness plan	2.1 Develop a shared and whole of life understanding of what wellness means for the person 2.2 Together identify previously useful approaches, factors, and situations that promote and support wellness for the person 2.3 Work collaboratively to decide the type of wellness plan to be completed and the items and areas to be included 2.4 Work collaboratively to identify factors, trigger situations and early signs of unwellness 2.5 Identify options, potential strategies and actions the person will take 2.6 Identify other people to be included in the wellness plan and the actions they will take 2.7 Seek agreement and consent from others according to legal and ethical requirements 2.8 Document the agreed plan
3. Support the development of an advanced directive	3.1 Provide information and resources about advanced directives, their purpose and legal standing

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	3.2 Collaboratively identify the scope of the advanced directive to be developed 3.3 Work with the person to decide what service, support, treatment and medication instructions or restrictions are to be included 3.4 Collaboratively develop and document specific instructions 3.5 Jointly determine what life management or other instructions are to be included 3.6 Review plan to ensure directive and instructions are clear and unambiguous 3.7 Determine the preferred way to confirm capacity at the time of signing 3.8 Access legal and other specialist advice according to scope and nature of directive requirements 3.9 Work collaboratively to identify and locate a suitable willing independent witness 3.10 Identify with whom and where the directive and any copies will be stored
4. Implement wellness or other plans	4.1 Act preventatively to promote wellness by maintaining positive and emotionally safe environments 4.2 Promptly, sensitively and supportively respond to people in distress or crisis 4.3 Collaboratively discuss the nature of distress and implement wellness strategies 4.4 Follow instructions in wellness plan or advanced directives 4.5 Seek emergency assistance and back up support from supervisor or other workers according to the needs of the person and the worker 4.6 Identity situations that require debriefing, reflective practice or other support and initiate within scope of own job role 4.7 Complete accurate documentation and reports according to organisation procedures

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS012 Provide support to develop wellness plans and advanced directives		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS012 Provide support to develop wellness plans and advanced directives

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked collaboratively with 3 different people with mental illness to create and implement a wellness plan
- developed at least 1 advanced directive

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) for wellness plans and advanced directives, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and individuals accessing the service

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    - specific legislative requirements for advanced directives
    - work role boundaries – responsibilities and limitations
    - work health and safety
- values and principles of the mental health sector, including:
    - recovery
    - recovery oriented practice
    - health promotion and prevention
    - holistic approach
    - empowerment/disempowerment
    - access and equity
    - early intervention
    - rights
    - social justice and inclusion
    - citizenship
- purpose and limitations of wellness plans and advanced directives
- different types and formats of wellness plans particularly those which have been designed and developed by people who have experienced mental illness
- various formats for advanced directives
- purpose of statements of capacity
- role and requirements for witnesses
- community, support and mental health services
- services for people experiencing mental distress, unwellness and crisis

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCMHS013 Implement trauma informed care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to promote trauma informed care, and to develop strategies to address people's specific trauma needs. Trauma informed care involves providing services that are informed by the knowledge and understanding of the impact of trauma, in particular interpersonal violence and varying service practice to reduce the likelihood of re-traumatisation.

This unit applies to work with people with mental illness in a range of community services work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Work in trauma informed ways	1.1 Apply the key principles and practices of trauma informed care in all work 1.2 Develop strong safe relationships and environments that promote a sense of safety, trust, choice and control 1.3 Empathically and sensitively, acknowledge and respond to disclosures of past and current trauma or abuse 1.4 Respond to current distress in ways that reflect an understanding of the impacts of trauma 1.5 Jointly identify the person's strengths, resilience and range of strategies used to cope with and manage the impact of trauma 1.6 Communicate information about the impact of trauma to people in a culturally and age sensitive way 1.7 Work with the person to identify the impact of trauma in the development of mental health issues 1.8 Collaboratively identify and develop strategies to eliminate, minimise and/or manage potential triggers to traumatisation and re-traumatisation in relation to service provision 1.9 Collaboratively record and complete required documentation in ways that minimise likelihood of re-traumatisation
•	
2.1 Develop strategies to address people's specific trauma needs	2.1 Collaboratively identify a person's specific trauma needs 2.2 Determine capacity of the service to respond to people's trauma issues 2.3 Identify with the person, their need for specialist trauma services and support 2.4 Provide information on a range of services and available supports and foster choice and control for the person 2.5 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral 2.6 Facilitate and support referral for specialist trauma services for the person, with consent 2.7 Follow-up referral to ensure person's needs are being met
3. Promote trauma informed practices	3.1 Incorporate recognition of the impact of trauma in the development of individual support plans

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	3.2 Reflect on aspects of current service practice and programs to identify areas for improved trauma informed practice 3.3 Regularly gather feedback from the person and others to identify potential areas for improved trauma informed service practices 3.4 Identify service policies, procedures or practices that could potentially contribute to traumatisation and re-traumatisation 3.5 Develop change strategies and plans to strengthen trauma informed practice, in collaboration with a person with lived experience of trauma 3.6 Provide information and resources to other workers that promotes trauma informed principles and practices in the workplace 3.7 Participate in trauma informed supervision or peer supervision 3.8 Contribute to the development of policies to reduce or minimise experiences of vicarious trauma
4. Maintain safety in practice	4.1 Take appropriate action to ensure safety 4.2 Acknowledge limits of own abilities and make referrals as appropriate 4.3 Proactively review programs, services and plans to minimise potential issues or incidents 4.4 Defuse, and de-escalate potential incidents by implementing individual plans or service procedures 4.5 Respond and communicate effectively and sensitively to people in distress 4.6 Resolve conflicts using conflict resolution and negotiation skills 4.7 Identify emergency situations and seek assistance according the needs of all those involved 4.8 Implement self care practices including reflection, supervision and debriefing

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS013 Implement trauma informed care		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCMHS013 Implement trauma informed care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- provided support and developed strategies that reflect the principles of trauma informed care and recovery oriented practice to address the needs of at least 3 different people who have experienced trauma, including interpersonal violence

Knowledge Evidence

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

- legal and ethical considerations (international, national, state/territory, local) for trauma related practice, and how these are applied in organisations and individual practice:
    - codes of practice
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - practice standards
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative requirements related to trauma

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  - work role boundaries – responsibilities and limitations
  - work health and safety
- trauma, including:
  - prevalence of trauma in the general population and with service users
  - definitions of trauma and complex trauma and its impacts
  - how trauma impacts development of those affected
  - the dynamics of interpersonal violence and the relationship to trauma
  - the way individuals cope and manage the impact of trauma
  - the potential for and causes of re-traumatisation, in particular in accessing or receiving services
- evidence based practice at national and international level to implement trauma informed services
- significance of loss and grief for people who have experienced trauma
- gender differences in the application of trauma informed care
- common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services
- values and core principles and features of trauma informed care and practice, including:
  - understanding trauma and its impact
  - promoting safety in environments and relationships
  - ensuring cultural competence
  - supporting control, choice and autonomy
  - fostering healthy supportive relationships
  - promoting the belief that recovery is possible
  - promoting strengths based, collaborative practices
- impacts of traumatic events that occur when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint)
- role of triggers and 'flashback' (re-experiencing), re-victimisation and re-traumatisation
- referral options and resources available to support self-advocacy
- links between suicidality, self-harm and interpersonal trauma
- nature of trauma
  - definitions and descriptions of the range of events and circumstances that constitute trauma
  - intergenerational trauma

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- descriptions of the common biological, psychological and social impacts of trauma, and the impacts of trauma on:
    - person's sense of self
    - development of mental health issues and in the expression of current distress
    - relationships, including service provider relationships
- principles and practices of trauma informed care, including:
    - strategies to minimise and respond to vicarious trauma
    - strategies to promote trauma informed practices in the workplace
    - strategies for change management
- change management theories and frameworks
- conflict resolution and negotiation techniques
- peer supervision, reflective practice and their role in mental health work

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPAL001 Deliver care services using a palliative approach

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. "advanced care directives" corrected to "advance care directives" Equivalent outcome
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 care for people with life-threatening or life-limiting illness and/or normal ageing process within a palliative approach.

This unit applies to workers in a residential or community context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Apply principals and aims of a palliative approach when supporting individuals	1.1 Recognise the holistic needs of the person extending over time, not just end-of-life 1.2 Support the person, carers and family to express needs and preferences and report information to supervisor 1.3 Communicate with the person, carers and family in relation to the person's quality of life, pain and comfort and report information to supervisor 1.4 Respect the family and carers as an integral part of the care team and ensure that they have the information and support needed
2. Respect the person's preferences for quality of life choices	2.1 Create a supportive environment that encourages the person, carers, family members and/or significant others to share information regarding changing needs and preferences 2.2 Use a non-judgemental approach to ensure the person's lifestyle, social, spiritual and cultural choices and needs are supported and documented in care plan 2.3 Encourage the person, carer, family and /or significant others to freely discuss spiritual and cultural issues in an open and safe environment within scope of role 2.4 Identify needs and issues outside the scope of your role and refer to supervising colleague 2.5 Communicate with individuals, families, carers and /or significant others in a manner that shows empathy and provides emotional support
3. Follow the person's advance care directives in the care plan	3.1 Interpret and follow advance care directives in the care plan in line with own work role and organisation, legal and ethical requirements 3.2 Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements

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	3.3 Report the person's changing needs and issues, in relation to end-of-life, to the appropriate team member for documentation in the care plan 3.4 Monitor the impact of the person's end-of-life needs, issues and decisions on families, carers and /or significant others and refer to appropriate member of the care team in line with organisation protocols to ensure they are supported 3.5 Deliver services in a manner that supports the right of individuals to choose the location of their end of life care
4. Respond to signs of pain and other symptoms	4.1 Observe and document the person's pain and other symptoms in line with care plan directives and promptly report to appropriate member of the care team 4.2 Implement strategies to manage pain and promote comfort in line with care plan and role 4.3 Regularly evaluate and document effectiveness of implemented strategies 4.4 Refer to appropriate member of staff any misconceptions in the workplace surrounding the use of pain relieving medication
5. Follow end-of-life care strategies	5.1 Regularly check for any changes on care plan that indicate decisions made by the person have been reviewed 5.2 Provide a supportive environment to the individual, families, carers and /or significant others involved in their care at end-of-life 5.3 Respect and support the person's preferences and culture when providing end-of-life care according to care plan and role 5.4 Maintain dignity of the person when providing planned end-of-life care and care immediately following death 5.5 Recognise any signs of the person's imminent death or deterioration and report to appropriate member of care team in line with organisation requirements 5.6 Provide emotional support to other individuals, carers, families and /or significant others when a death has occurred in line with role
6. Manage own emotional responses and ethical issues	6.1 Follow organisation policies and procedures in relation to managing own emotional responses and ethical issues 6.2 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues or reactions with supervisor or other appropriate person

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	6.3 Raise any ethical issues or concerns with supervisor or other appropriate person 6.4 Identify and action self care strategies to address the potential impact of personal responses on self 6.5 Access bereavement care and support of other team members as needed

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPAL001 Deliver care services using a palliative approach	CHCPA301B Deliver care services using a palliative approach	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPAL001 Deliver care services using a palliative approach

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. "advanced care directives" corrected to "advance care directives" Equivalent outcome
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- supported, reported and documented issues and needs of 3 people in palliative care

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:

- philosophy, principles, benefits and scope of palliative care
- the needs of people dealing with a life-threatening or life-limiting illness and the emotional impact of diagnosis
- cultural, religious and spiritual differences in relation to death and dying
- the stages of grief and personal strategies for managing reactions to grief
- advance care directives and end-of-life care strategies

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- pain relief and comfort promotion
- nutritional and hydration requirements during a palliative approach
- legal and ethical considerations for working in palliative care, including:
    - dignity of risk
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - work role boundaries – responsibilities and limitations
- relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care
- responsibilities to self and colleagues
- various signs of imminent death and/or deterioration
- communication strategies to build trust, show empathy, demonstrate support and empowers the person, family, carers and/or significant others

Assessment Conditions

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

- modelling typical workplace conditions, including:
    - typical workplace documentation and reporting processes
    - scenarios and simulations in provision of care using a palliative approach in a range of contexts
    - palliative care plans and equipment and/or resources outlined in plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPAL002 Plan for and provide care services using a palliative approach

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. "advanced care directives" corrected to "advance care directives"
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change 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 contribute to the development, implementation, evaluation and communication of a care plan for individuals with life-threatening or life-limiting illness and/or normal ageing process in a team environment using a palliative approach.

This unit applies to workers in a residential or community context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

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. Plan a palliative approach to individual care	1.1 Assist with care planning using a palliative approach to maximise the person's quality of life and comfort 1.2 Identify immediate and potential future care requirements based on the condition or illness of the person 1.3 Identify current specialist palliative care requirements if relevant 1.4 Ensure planning includes involving and supporting the person, family members, carers and/or significant others 1.5 Ensure care plan holistically addresses the person's needs that extend over time not just end-of-life
2. Support individuals to identify their preferences for quality of life choices	2.1 Consult the person, family members, carers and/or significant others to identify and share information regarding current and changing needs and preferences 2.2 Respect and account for the person's lifestyle, social, cultural and spiritual choices and needs in developing the care plan 2.3 Ensure the planning process supports the freedom of the person, family, carer and/or significant others to discuss spiritual and cultural issues in an open and non-judgemental way 2.4 Demonstrate respect for the roles of the person and carer in planning, delivering care and decision making 2.5 Address any issues that are outside scope of own role by referring them to the appropriate member of the care team in line with organisation requirements

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	2.6 Model communication with the person, families, carers and/or significant others that shows empathy and provides emotional support
3. Assist with advanced care planning	3.1 Assist with the determining of advance care directives in line with role, organisation, legal and ethical guidelines 3.2 Assist with the documentation of advance care directives in line with the person's preferences and organisation procedures 3.3 Ensure all advance care directives are communicated and understood by relevant parties in accordance with confidentiality requirements 3.4 Actively support the ethical end-of-life decisions agreed by the person and carer, in line with organisation policy and care plan directives 3.5 Assist with identifying the person's ongoing decisions, preferences, needs and issues in relation to end-of-life and document in the care plan in consultation with supervisor or appropriate team member 3.6 Observe the impact on the family and carers of the person's end-of-life decisions, needs and issues and provide support as needed
4. Take action to alleviate pain and other end-of-life symptoms	4.1 Plan and document in care plan strategies to maximise comfort in collaboration with supervisor and/or health professional 4.2 Assess the person's need for pain and symptom relief in line with care plan and report to supervisor and/or health professional 4.3 Provide pain and symptom relief in line with role, care plan, legislation and organisation policy 4.4 Provide appropriate information about the use of pain relieving medication and other treatments to staff, individuals, their family and carers, in consultation with supervisor and/or other health professional, 4.5 Observe, report and document effectiveness of interventions for pain and symptom relief 4.6 Communicate ineffectiveness of interventions to supervisor and/or other health professional and document
5. Contribute to the development and implementation of end-of-life care strategies	5.1 Respect and incorporate the person's preferences including cultural and spiritual wishes when contributing to an end-of-life care plan

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	5.2 Maintain the dignity of the person when planning end-of-life care and immediately following death 5.3 Observe any signs of a person's imminent death and/or deterioration and report to appropriate members of the care team in line with organisation requirements 5.4 Provide a supportive environment for the person, families, carers and/or significant others and those involved in their care at end-of-life 5.5 Ensure that decisions made by the person, family, carers and/or significant others are reviewed regularly, communicated to staff and updated on the care plan 5.6 Identify the emotional needs of other individuals and their families, carers and/or significant others affected when a death occurs and provide the necessary support or referrals in line with organisation requirements 5.7 Prepare the person, family, other staff and self for any distressing end-of-life events within own responsibilities
6. Identify and manage emotional responses in self and others	6.1 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor and/or other appropriate person 6.2 Identify and reflect upon potential impact of personal responses on self and others and action appropriately 6.3 Inform others about support systems and bereavement care available 6.4 Follow organisation policies and procedures in relation to emotional welfare of self, team members, individuals and family 6.5 Assist colleagues to debrief and discuss bereavement care 6.6 Identify other strategies and resources available for debriefing 6.7 Evaluate effectiveness of emotional response strategies

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPAL002 Plan for and provide care services using a palliative approach	CHCPA402B Plan for and provide care services using a palliative approach	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPAL002 Plan for and provide care services using a palliative approach

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. "advanced care directives" corrected to "advance care directives"
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

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:

- assisted in developing and implementing at least 1 care plan using a palliative approach and communicating effectively and empathetically

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:

- relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care
- common life threatening, incurable conditions
- emotional impact of diagnosis of life-threatening condition
- the palliative approach to care of individuals and their family
- the difference between curative and palliative approaches in contributing to individual care planning

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- cultural and spiritual considerations in relation to palliative care
- specialist palliative care
- palliative care and dementia
- palliative approach for children and young people
- impact of loss and grief on individuals, carers and workers and the risk of depression
- legal and ethical considerations for working in palliative care and advance care directives, including:
    - dignity of risk
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - specific jurisdictional legislation on advance care planning and advance care directives as it applies to the work role
    - work role boundaries – responsibilities and limitations
- pain management and strategies to maximise comfort
- hydration and nutrition requirements during a palliative approach and at end-of-life
- the various signs of imminent death and deterioration

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

The following conditions must be met for this unit:

- modelling typical workplace conditions, including:
    - typical workplace documentation and reporting processes
    - scenarios and simulations in provision of care using a palliative approach in a range of contexts
    - palliative care plans and equipment and/or resources outlined in plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPAS001 Plan for the provision of pastoral and spiritual care

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 prepare for pastoral and spiritual care work either within a specific belief system or in a non-denominational context. Work may be paid or in a volunteer capacity.

This unit applies to workers who operate under professional supervision and mentoring by senior workers or under relevant lines of authority within the organisation or belief system

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Prepare for pastoral and spiritual care work	1.1 Identify responsibilities in relation to legislative and regulatory requirements for pastoral and spiritual care work 1.2 Identify responsibilities in relation to organisation policies and procedures for pastoral and spiritual care work 1.3 Identify requirements of relevant professional and ethical standards for pastoral and spiritual care work 1.4 Identify rights and responsibilities of self, employer, clients, families and carers
2. Determine pastoral and spiritual care networks and resources	2.1 Identify organisation's full range of pastoral and spiritual care services 2.2 Identify limitations and parameters of own role 2.3 Identify organisation escalation and crisis procedures 2.4 Identify existing and potential opportunities for referral in accordance with organisation procedures 2.5 Establish relationships with referral network 2.6 Gather internal and external information sources and resources to support pastoral and spiritual care work
3. Establish professional supervision	3.1 Determine supervision and/or mentoring requirements of role in consultation with mentor and/or supervisor 3.2 Establish rapport and work with mentor and/or supervisor to build trust 3.3 Receive and act on feedback to improve pastoral care work 3.4 Review own communication with mentor and/or supervisor to promote professional development

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPAS001 Plan for the provision of pastoral and spiritual care	CHCPAS401B Undertake pastoral care work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCPAS001 Plan for the provision of pastoral and spiritual care

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- planned for pastoral and spiritual care work including:
    - preparing 1 resource portfolio
    - establishing links with 2 other service providers within the referral network
    - identifying 1 area, and opportunities within that area, for personal or professional development in consultation with pastoral and spiritual care mentor and/or supervisor

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- legal and ethical considerations for pastoral and spiritual care work and how these are applied to individual practice, including:
    - codes of practice and relevant professional and ethical standards of practice
    - duty of care
    - rights and responsibilities of workers, organisations, clients, families and carers

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- issues that breach or impact an individual's rights
- policies, protocols and practices of the organisation in relation to pastoral and spiritual care work role
- relevant records maintenance requirements
- specific denominational or multi-faith requirements in line with accepted organisation protocols, including denominational doctrines, worship and practices
- fundamentals of a range of world religions together with associated religious beliefs and practices
- cultural perspectives on spirituality and major denominational doctrines, worship and practices
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- principles and practices for establishing and maintaining appropriate interpersonal relationships
- boundaries and limitations of role
- process for referrals including relevant support agencies

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions, including a qualified chaplain or pastoral and spiritual care worker as a mentor or professional supervisor

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPAS002 Provide pastoral and spiritual care

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit

Application

This unit describes the skill and knowledge required to identify specific issues and provide appropriate pastoral and spiritual support to a range of clients. Work may be either in a paid or volunteer capacity, across a range of contexts.

This unit applies to workers who operate under professional supervision and mentoring by senior workers and/or within the lines of authority of the organisation or belief system.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify ethical, spiritual and pastoral issues requiring support	1.1 Monitor the mental, emotional and spiritual well-being of a client and/or community group 1.2 Consult with the client and/or community to determine specific issues 1.3 Research issues and analyse to determine the client's and/or community's needs 1.4 Analyse the client's and/or community's situation to identify any immediate pastoral and spiritual care requirements 1.5 Liaise with supervisor and/or coordinating authority to develop a support plan
2. Provide individual and/or community support	2.1 Establish a trusting and respectful interpersonal relationship with the clients 2.2 Provide opportunity for the clients to explore and discuss significant life events and attitudes 2.3 Provide meaningful ritual, symbol or action relevant to the clients and their rights and needs 2.4 Provide support to significant others including family members and carers 2.5 Collaborate with client's support networks, community and/or faith group for ongoing involvement and support 2.6 Assist other carers and community members to understand the role of pastoral and spiritual care workers 2.7 Engage in pastoral, ethical and/or spiritual discussion with the client and/or community group 2.8 Provide pastoral and spiritual support in accordance with organisation protocols and ethical and moral guidelines 2.9 Identify issues beyond scope of role and escalate or refer in accordance with organisation procedures
3. Review and reflect on pastoral and spiritual care	3.1 Review provision of support in accordance with standard review procedures 3.2 Evaluate need for additional support and discuss with supervisor

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	3.3 Reflect on own performance and identify ways to improve own practice
4. Participate in professional supervision	4.1 Give and receive feedback constructively and positively 4.2 Act on feedback in collaboration with supervisor and/or mentor 4.3 Seek advice on potential areas for personal and professional development
5. Maintain records	5.1 Document pastoral and spiritual care in accordance with organisation policies 5.2 Maintain records in accordance with organisation's policies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPAS002 Provide pastoral and spiritual care		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCPAS002 Provide pastoral and spiritual care

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit

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:

- provided pastoral and spiritual support to 3 clients or community groups
- documented a log of 20 hours of reflection and review of own performance, values and beliefs
- prepared a *Pastoral Care Verbatim Report* in collaboration with supervising chaplain or pastoral and spiritual care worker
- performed the activities outlined in the performance criteria of this unit during a period of 100 hours of work in at least 1 organisation or community setting

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 the task and manage contingencies in the context of the work role. These include knowledge of:

- pastoral and spiritual care as a holistic, person-centred approach to care
- professional associations and coordinating authorities for pastoral care and spiritual services
- research tools and techniques
- analysis and interpretation processes
- types of specialised information sources and how to locate them
- challenges, issues and milestones relating to different life stages

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions, including:
    - use of verbatims to reflect on own provision of pastoral and spiritual care under the mentoring of a qualified chaplain or pastoral and spiritual care worker
    - interactions with clients from a range of backgrounds under the supervision of a qualified chaplain or pastoral and spiritual care worker

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPOL001 Contribute to the review and development of policies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to review existing policies, consult with stakeholders on potential changes and write reports to inform policy development.

This unit applies to workers who interact with clients and external stakeholders and have input to the development of organisation policies and procedures under broad guidance from others.

*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. *

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Review existing policies	1.1 Identify organisation policies and assess them for relevance, currency and effectiveness in current work 1.2 Identify and evaluate the impact of the broader policy context 1.3 Establish key stakeholders to be consulted about potential policy changes
2. Consult with others regarding change	2.1 Plan consultation methods relevant to the client group and organisation 2.2 Develop clear documentation to support the consultation process 2.3 Explain policy information to clients and other stakeholders, involving translation services according to need 2.4 Consult with clients and other stakeholders about impact of policy and potential changes 2.5 Promote informed policy debate enabling exchange of views and information between clients and other stakeholders
3. Contribute to policy advice	3.1 Collate and analyse findings of research and consultation processes 3.2 Evaluate factors impacting on quality or outcomes of research or consultation and incorporate in reports 3.3 Draft reports using language and format appropriate to audience, purpose and context 3.4 Incorporate reasoned argument and substantiated evidence into report 3.5 Provide draft report to stakeholders and decision makers for consideration 3.6 Present report in line with organisation standards

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL001 Contribute to the review and development of policies	CHCPOL301B Participate in policy development	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCPOL402C/CHCPOL301B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent
CHCPOL001 Contribute to the review and development of policies	CHCPOL402C Contribute to policy development	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCPOL402C/CHCPOL301B. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPOL001 Contribute to the review and development of policies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- contributed to the review and development of policies for at least 1 organisation, taking account of:
    - broader industry or government policy context
    - legislative and regulatory impacts
- engaged in consultation with at least 3 different clients and/or external stakeholders
- prepared at least 1 report documenting findings and recommendations for the development or revision of policies and procedures

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical context (international, national, state/territory, local) for policy review and development in the sector of work:
    - codes of practice
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - policy frameworks
    - rights and responsibilities of workers, employers and clients
    - work health and safety
- current industry developments and context for policy development

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- individual organisation policies impacting on the worker, the organisation and its target groups
- ways to assess the effectiveness of current policies
- basic research methodologies and tools:
    - desk-based
    - quantitative
    - qualitative
- consultation methodologies and their appropriateness for different audiences:
    - surveys
    - interviews
    - focus groups
- type and features of documentation/information used to support consultation processes
- report formats and structures
- report writing techniques

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 organisation policies, procedures and data
- modelling of industry operating conditions, including:
    - consultation activities with real people
    - interactions with supervisors
    - presence of timelines, budgets and deadlines

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPOL002 Develop and implement policy

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Correction on number of element 3. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to research, develop and implement new policy initiatives.

This unit applies to workers who are directly responsible for driving new policy directives across a business unit, team or service.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Research new policy initiatives	1.1 Evaluate existing policies to determine their currency and relevance 1.2 Evaluate current policy trends and their impact on policy development 1.3 Complete research and consultation in accordance with organisation policies and procedures 1.4 Facilitate open constructive discussion about policy issues and their possible resolution
2. Draft policies	2.1 Select and use policy formats and structures suited to policy users 2.2 Draft policies that reflect the culture, values and objectives of the organisation 2.3 Clearly and logically articulate policy requirements and other information that supports policy statements 2.4 Develop plans for policy resourcing, implementation and review
3. Test draft policies	3.1 Develop and implement consultation mechanisms for draft policies 3.2 Identify policy implementation issues with key stakeholders 3.3 Modify draft policies according to outcomes of consultation 3.4 Give sufficient notice to those affected by policy changes
4. Develop policy proposals	4.1 Prepare policy materials that support implementation and facilitate stakeholder understanding and acceptance of changes 4.2 Present policy proposals to decision-makers according to organisation requirements 4.3 Seek and gain formal approval according to organisation requirements
5. Implement and review policies	5.1 Develop policy implementation plan that maximises impact of new and revised policies 5.2 Develop and use strategies that facilitate wide promotion and dissemination of policy information 5.3 Implement evaluation plan to ensure ongoing review of policies

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	5.4 Review policies in accordance with organisation policies and procedures 5.5 Obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL002 Develop and implement policy	CHCPOL504B Develop and implement policy	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPOL002 Develop and implement policy

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Correction on number of element 3. Equivalent outcome.
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- researched, drafted, developed and implemented at least 1 policy initiative for at least 1 business unit or organisation
- engaged in consultation with at least 3 different stakeholders, including:
    - individuals
    - groups or organisations

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 the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical context (international, national, state/territory, local) for policy development in the sector of work:
    - codes of practice
    - duty of care
    - human rights
    - privacy, confidentiality and disclosure
    - policy frameworks
    - rights and responsibilities of workers, employers and clients

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    - work health and safety
- current industry developments and context for policy development, including funding body requirements
- policy trends at global, national, state/territory and local levels
- organisation strategic focus and philosophy within which policies are developed
- key stakeholders at local, state/territory and national level
- principles and practices of policy development and implementation:
    - research - methodologies and tools
    - consultation
        - methodologies and appropriateness for different audiences
        - types and features of documentation/information used to support consultation
        - stakeholder engagement and management
    - approval processes
    - structures and formats for policy documents
    - implementation considerations and processes
    - evaluation and review
- report writing techniques

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:
    - organisation policies and procedures
    - organisation data
- modelling of industry operating conditions, including:
    - consultations with organisation stakeholders
    - interactions with management and decision-makers

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPOL003 Research and apply evidence to practice

Modification History

Release	Comments
2	--
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish the information need, gather information and critically analyse the information for relevance to own work.

This unit applies to health and community service workers who need to research existing information to support and improve their work practice. It does not cover primary research.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Plan information gathering activities	1.1 Identify situations where research may be required to support and improve own work practice 1.2 Evaluate current trends in own area of practice 1.3 Establish and define research objectives 1.4 Identify and access credible sources of data and evidence
2. Gather information	2.1 Evaluate and select methods of gathering information 2.2 Gather information using a systematic approach 2.3 Establish relevance of information according to objectives and work requirements 2.4 Facilitate analysis by organising information in a way that supports its analysis and future use
3. Analyse information	3.1 Prioritise information based on the information need 3.2 Compare and contrast different sources of information 3.3 Assess the strength, relevance, reliability and currency of the information in the context of own work 3.4 Assess the feasibility, benefits and risks associated with the information 3.5 Make and document conclusions based on findings
4. Use information in practice	4.1 Assess ways in which different aspects of information may be used 4.2 Use information and learning from research to identify potential areas for change in current practice 4.3 Identify issues that require further research and evaluation 4.4 Develop actions to address outcomes of research

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL003 Research and apply evidence to practice	CHCPOL501A Access evidence and apply in practice	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPOL003 Research and apply evidence to practice

Modification History

Release	Comments
2	--
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- completed research activities and developed actions based on research outcomes for at least 2 different issues within own field of practice

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:

- different reasons for undertaking research:
    - comparison
    - hypothesis testing
    - trend identification
    - own knowledge extension
    - strengthen quality of own practice
- sources of information, including established information sources and current research within own area of practice
- principles and models of evidence-based practice, including:
    - rules of evidence
    - duty of care requirements associated with evidence-based practice
    - differences between evidence-based practice, continuous quality improvement and research
- ways to evaluate the validity of information sources
- research processes and how to use them

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- cultural and ethical considerations for research
- processes that support analysis of information and how to use them, including:
    - comparing
    - contrasting
    - challenging
    - reflecting
    - distinguishing relevant from irrelevant
    - drawing interdisciplinary connections

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 current research, evidence-based studies and industry intelligence

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Correction of modification history and mapping - CHCNET301D and CHCNET404B removed
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to identify networking and collaboration needs and develop formal and informal partnerships to enhance service delivery and improve professional practice.

This unit applies to work in all industry sectors, and to individuals who take pro-active responsibility for improving collaboration between workers and organisations.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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 networking and collaboration needs and opportunities	1.1 Evaluate the ways in which individual and organisation performance may be improved through collaboration 1.2 Identify and prioritise organisation and individual needs 1.3 Identify gaps in networks and collaborative practice and identify required action to fill the gap
2. Develop collaboration strategies	2.1 Gather and review information about relevant services, organisations and key people 2.2 Pro-actively initiate relationships with other inter and intra sectoral professionals and organisations 2.3 Share information and resources, where possible, with other organisations to overcome duplication in service delivery 2.4 Maintain currency and accessibility of information 2.5 Define and document the type and level of collaboration, and negotiate with the relevant people
3. Work collaboratively	3.1 Identify opportunities that meet client, personal and organisation goals 3.2 Plan and implement integrated projects and service delivery 3.3 Liaise with staff from relevant organisations on a formal and informal basis
4. Represent the organisation	4.1 Promote a positive image of the organisation at available opportunities 4.2 Communicate issues, policies and practices of the organisation in appropriate formats

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	4.3 Implement confidentiality measures that protect client, organisation and network
5. Maintain and enhance networks and collaborative partnerships	5.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation 5.2 Improve and maintain networks and collaborative partnerships 5.3 Monitor benefits to worker, organisation and client group in ongoing participation 5.4 Evaluate strengths and weaknesses of collaborations and make recommendations for action

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCNET402B Establish and maintain effective networks	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET402B/ CHCNET501C/	Not equivalent

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		CHCNET503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	
CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCNET501C Work effectively with other services and networks	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET402B/ CHCNET501C/ CHCNET503D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent
CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCNET503D Develop new networks	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCNET402B/ CHCNET501C/ CHCNET503D. Significant changes to the elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	

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Assessment Requirements for CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

Release	Comments
2	This version was released in *CHC Community Services Training Package release 3.0.* Correction of modification history and mapping - CHCNET301D and CHCNET404B removed
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 strategies for networking and collaboration for at least 1 organisation
- worked collaboratively with external individuals or groups in at least 3 different service delivery situations

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 for collaborative practice, including:
    - copyright and intellectual property
    - privacy, confidentiality and disclosure
- principles of networking and collaboration
- different types of networks and collaboration:
    - organisational
    - individual
    - virtual
    - formal/informal

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- benefits of networking and collaboration:
    - for clients
    - for the organisation
    - for the worker
- values, limitations and dynamics of networks and collaborative partnerships
- industry structure and interrelationships between different organisations, both public and private
- established networks in relevant area of work:
    - structure
    - key stakeholders
    - vision and purpose
    - opportunities for participation

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 information relating to peak bodies, network groups and web based network services
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP002 Collaborate in professional practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish, implement and evaluate collaborative practice.

This unit applies to health and community service practitioners who may collaborate on the delivery of services to individual clients, groups of clients, communities or sub-populations. They may work individually with shared clients, together with individual clients or work on projects or programs that address the needs of groups or sub-populations. Work is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Incorporate collaboration into own practice	1.1 Establish and maintain sustainable relationships based on mutual respect and trust 1.2 Cultivate collaborative communities and partnerships based on the potential benefits for clients, self and others 1.3 Reflect on the blockers to effective collaboration and adopt personal philosophies and behaviours in response 1.4 Source, review and use information sources that support collaboration 1.5 Identify and pursue opportunities for collaboration
2. Establish collaborative approaches	2.1 Establish shared understandings of objectives and parameters 2.2 Agree on ways of working that acknowledge the different contributions of those involved and the need for an holistic approach 2.3 Acknowledge and integrate ethical approaches to information sharing and privacy 2.4 Identify and respond to professional and practical considerations including intellectual property issues 2.5 Organise, allocate and document tasks and activities in a cost-effective and equitable manner with clear, agreed outcomes
3. Implement collaborative approaches	3.1 Promote the confidence and support of others by demonstrating a high standard of personal engagement and professionalism 3.2 Contribute and share own professional expertise 3.3 Identify and act on opportunities to extend own expertise and learn from others as work progresses 3.4 Challenge, test and share ideas in a supportive way 3.5 Embrace and reflect on challenges and complexities and take responsibility for finding solutions 3.6 Honour own commitments and take responsibility for outcomes

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4. Evaluate collaboration	4.1 Engage in an open process of review and evaluation with others 4.2 Reflect on own level of participation, relationships with others, and personal behaviour 4.3 Identify and seek opportunities to refine and expand own expertise

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP002 Collaborate in professional practice		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCPRP002 Collaborate in professional practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- established, implemented and evaluated a collaborative approach to at least 3 different projects or service delivery situations, demonstrating skills to address complex and interrelated challenges using:
    - collaborative communication
    - critical thinking
    - problem solving

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 for collaborative practice, including:
    - copyright and intellectual property
    - privacy, confidentiality and disclosure
- types of collaboration and collaborative projects that apply to particular areas of community services and health practice
- different services models and professional philosophies in community services and health practice
- types of behaviours that support effective collaborative relationships
- benefits of collaboration for individuals, organisations and communities, including the value of collaboration as a problem-solving tool
- types of tools and documents to support the establishment, implementation and maintenance of collaborative practice
- typical blockers to the collaborative process, particularly in a service delivery context

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- different roles played by people in a collaborative process
- typical problems encountered in a collaborative process and how they may be avoided or resolved
- ways of evaluating projects in terms of their success as collaborative undertakings

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
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP003 Reflect on and improve own professional practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Reflect on own practice	1.1 Undertake self-evaluation in conjunction with supervisors and/or peers 1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice 1.3 Share two-way, open and evaluative feedback with co-workers or peers 1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources
2. Enhance own practice	2.1 Determine improvements needed based on own evaluation and feedback from others 2.2 Identify potential support networks both internal and external to the organisation 2.3 Seek specialist advice or further training where need is identified 2.4 Recognise requirements for self-care and identify requirements for additional support 2.5 Devise, document and implement a self development plan that sets realistic goals and targets
3. Facilitate ongoing professional development	3.1 Access and review information on current and emerging industry developments and use these to improve practice 3.2 Assess and confirm own practice against ethical and legal requirements and opportunities 3.3 Identify and engage with opportunities to extend and expand own expertise 3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP003 Reflect on and improve own professional practice	CHCORG428A Reflect on and improve own professional practice	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPRP003 Reflect on and improve own professional practice

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes:
    - goals
    - timeframes
    - ways of measuring progress

Knowledge Evidence

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

- legal and ethical considerations for reviewing and improving own practice, including:
    - codes of practice
    - duty of care
    - rights and responsibilities of workers and employers
    - work role boundaries – responsibilities and limitations
- models and processes of professional reflection
- professional development opportunities, including:
    - industry networking
    - professional associations
    - training requirements and options
    - informal and formal ways of learning and developing
- principles and techniques for:
    - creating a personal development plan

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    - personal goal setting
    - setting realistic timeframes
    - measuring progress and performance
- types of work methods and practices which can improve performance
- learning styles and how they relate to different individuals

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP004 Promote and represent the service

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to promote and represent the organisation to the community, including developing responses to negative publicity and perception.

The unit applies to work in all industry sectors, and to individuals who work with significant autonomy, most likely in management roles.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Promote the service to the community	1.1 Identify, access and analyse information that informs promotional activities

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	1.2 Identify and target community stakeholders and their particular interests 1.3 Provide accurate and positive information to the community about the service 1.4 Facilitate opportunities for the community to view and contribute to the service 1.5 Target communications to areas where the profile needs raising or clarifying 1.6 Prepare and use community information materials and resources 1.7 Develop information campaigns to address particular issues 1.8 Encourage staff to participate in appropriate forums
2. Represent the service	2.1 Clearly and accurately communicate the philosophy, purpose, policies and procedures of the service within scope of own role 2.2 Promote the organisation consistently to external bodies that affect service operations, role and funding 2.3 Identify and use opportunities for promotion constructively 2.4 Respond to, and follow up questions and concerns about the service 2.5 Represent the service's need for resources to appropriate forums and organisations 2.6 Represent the perspective and experience of the service to relevant forums and organisations
3. Respond to negative publicity and perceptions	3.1 Seek advice from stakeholders and supporters in the community 3.2 Nominate a spokesperson to represent the service 3.3 Ensure communications used do not exacerbate existing negative perceptions 3.4 Review organisation policies in light of issues raised 3.5 Analyse negative publicity and perceptions about the service and develop and implement a strategy to deal with these issues

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP004 Promote and represent the service	CHCORG620D Promote and represent the service	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPRP004 Promote and represent the service

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- represented at least 1 community sector organisation and its philosophies, purpose and policies to the community through a range of methods, including at least 1 of each of the following:
    - written materials, publications or fact sheets
    - forums, workshops or presentations
- developed strategies to address at least 2 examples of negative publicity or perception

Knowledge Evidence

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

- legal and ethical considerations for service promotion and representation, including:
    - copyright and intellectual property
    - privacy, confidentiality and disclosure
- promotion and representation:
    - similarities and differences
    - when and how each are used
    - key stakeholders involved
- professional networks in the area of work
- industry structure and interrelationships between different organisations, both public and private
- current issues, concerns and debates relevant to the area of work
- key aspects of planning for community promotion and engagement:

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    - setting objectives
    - profiling the community/stakeholders
    - identifying potential partnerships
    - developing consultation and communication strategies:
        - styles and types of communication and their suitability for different situations
        - different types of media
        - different levels of community involvement
- strategies for representation of the service
- techniques and considerations for developing written information resources
- fundamental principles of public relations and issues management

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 organisation information as basis for activities
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP005 Engage with health professionals and the health system

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work within the health care system and engage effectively with other health professionals, including writing referral reports.

This unit applies to individuals working in health or community services who work autonomously with clients in the provision of services.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Use health care systems and services	1.1 Identify health care systems and services with links to own practice

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	1.2 Research and maintain information about other health services to support own practice 1.3 Offer current and accurate information about other health care services 1.4 Provide clear and accurate information to clients about their financial and eligibility issues 1.5 Identify and use opportunities to maintain, extend and update knowledge
2. Interact with health professionals	2.1 Establish effective relationships with workers from different sectors and levels of the industry according to work role 2.2 Use accepted industry language and terminology when sharing information 2.3 Work collaboratively to both seek and share information
3. Make referrals to health professionals	3.1 Determine need for referral to other professional health services based on client needs and assessment indications 3.2 Clearly communicate the need for referral to the client and explain rationale 3.3 Ensure referral occurs with consent of client and within confidentiality standards 3.4 Write referral report, including clear and accurate information about results of own testing or assessment 3.5 Structure information logically, using language that will be understood by the report recipient 3.6 Make recommendations within scope of own practice and expertise

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP005 Engage with health professionals and the health system	HLTCOM406C Make referrals to other health care professionals when appropriate	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPRP005 Engage with health professionals and the health system

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- researched and selected relevant information about the Australian health care system for use in own practice
- developed at least 3 referral reports for different clients using appropriate language and terminology

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:

- structure, function and interrelationships of the Australian health care system
- health care professions and allied health services, how they interrelate and their relationship to specific area of practice
- scope of own practice and limitations of own role within the health system
- health system funding and financial structures, and implications for practice and clients
    - public and private systems
    - health fund eligibility
- current and emerging health industry issues
- other services to which the practitioner may refer clients
- referral reports:
    - what information they should include
    - how they should be structured
    - limitations of information and/or recommendations

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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
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP006 Lead own professional development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to analyse own values, goals and professional well-being as part of an ongoing review for sustaining professional effectiveness. It includes the ability to create a professional development plan that incorporates strategies to enhance the coherence and effectiveness of practice.

This unit applies to workers who operate with autonomy in professional service or management roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Review professional goals and values	1.1 Reflect on personal values in a professional context 1.2 Re-confirm professional goals 1.3 Evaluate own values and goals against professional objectives and relevant codes of ethics, using a range of valid evidence 1.4 Analyse the coherence between job functions, values and goals 1.5 Determine strategies to enhance coherence and manage areas of conflict
2. Review effectiveness of practice	2.1 Assess professional attainments and the skills and knowledge involved 2.2 Evaluate areas where professional practice could be improved and the required skills and knowledge 2.3 Research and integrate information about current best practice and likely future needs and trends 2.4 Determine impacts of practice on self and others through process of self reflection 2.5 Identify coherence between professional practice, values, achievement of goals and work outcomes 2.6 Create and implement a plan to develop required skills, knowledge and coherence
3. Maintain professional well being	3.1 Evaluate requirements to maintain professional well being in the context of individual practice 3.2 Develop strategies to maintain professional well being 3.3 Pro-actively identify options and seek support, where necessary, to maintain professional well being
4. Sustain professional effectiveness	4.1 Make reflection and review an integral part of ongoing professional practice 4.2 Engage with professionals within and beyond own practice area to further develop own ideas and practice 4.3 Identify and access professional support and development opportunities for areas of need

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	4.4 Adjust work processes and practice to improve professional outcomes

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP006 Lead own professional development	CHCCS805B Undertake professional reflection	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for CHCPRP006 Lead own professional development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- engaged in a structured process of critical analysis and professional reflection that includes:
    - evidence based analysis of own values, goals, current practice and their coherence
    - research of current and emerging best practice, trends and skills requirements
    - creation of a professional development plan that includes strategies to enhance effectiveness and coherence of practice
- developed strategies to address at least 3 different professional practice issues

Knowledge Evidence

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

- legal and ethical considerations for independent professional practice:
    - codes of practice
    - duty of care
    - work role boundaries – responsibilities and limitations
- concepts of conflict and cohesion in professional practice when working with complex issues, how these manifest, and how they can be managed and minimised
- critical thinking and problem solving techniques for the analysis of complex and conflicting information
- requirements for professional well being, including:
    - work/life balance
    - emotional well being

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    - physical well being
    - workplace health
    - personal skills
- current best practice, emerging trends and skills requirements in area of practice
- principles and techniques for:
    - creating a personal development plan
    - personal goal setting
    - setting realistic timeframes
    - measuring progress and performance
- types of personal and professional development opportunities and options, and how to access them
- types of work and practices which can improve personal performance
- sustainability considerations for independent professional practice, including environmental, economic, workforce and social sustainability

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRP007 Work within a clinical supervision framework

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to initiate, prepare for and participate in a structured process of clinical supervision.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Initiate clinical supervision arrangements	1.1 Identify own clinical supervision needs through a process of reflection and peer collaboration

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	1.2 Match learning, experience and specialist or generalist practice areas with appropriate supervisor 1.3 Identify and articulate own supervision goals and expectations when engaging with a clinical supervisor 1.4 Agree and complete contractual agreement including goal setting and timeframes for supervision with the supervisor 1.5 Develop, document and use evidence of personal growth and professional learning in preparation for supervision
2. Use supervision to determine effectiveness of clinical practice and techniques	2.1 Discuss challenging areas of practice using existing clinical cases 2.2 Participate in self analysis and evaluate own response to clients 2.3 Seek, accept and respond to positive and negative feedback 2.4 Maintain client confidentiality in case discussions 2.5 Discuss current clinical literature and its application 2.6 Document learning from supervision according to practice needs
3. Initiate opportunities to contribute to the development of own knowledge	3.1 Identify, research and critique professional research and program evaluation 3.2 Use current research and program evaluations to inform practice according to legal, ethical and contextual requirements 3.3 Identify and pursue professional development through reflective practice, collegial collaboration, and professional reading 3.4 Implement a program to maintain professional competence

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP007 Work within a clinical supervision framework	CHCFCS806C Work within a clinical supervision framework	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPRP007 Work within a clinical supervision framework

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- initiated, prepared for, documented and participated in a structured process of clinical supervision in the workplace in response to at least 5 different clinical case work experiences
- researched at least 3 different example of professional literature or program evaluations
- articulated and documented a response to at least 3 different complex situations in professional practice.

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 for clinical supervision, and how these are applied in organisations and individual practice:
    - codes of conduct
    - continuing professional development
    - duty of care and when this may be compromised
    - ethical dilemmas in practice and processes for ethical decision-making
    - human rights
    - practitioner client boundaries
    - privacy, confidentiality and disclosure
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations of interventions

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    - work health and safety, including:
        - stress management
        - legal rights of workers
- the importance, purpose and benefits of clinical supervision
- current and emerging theories about professional practice and clinical supervision in area of work
- types and features of clinical supervision and the different communication modes that may be used, including:
    - engaging with a supervisor either external or internal to the organisation
    - group supervision
    - in person individual supervision with qualified and experienced clinical supervisor
    - peer supervision
    - unscheduled supervision and how to recognise the need for this
- factors to consider in preparing for supervision, including:
    - identifying and acknowledging reactions and responses to interactions and situations
    - analysing own errors
    - identifying areas of practice to be challenged
    - identifying limitations in areas for practice development
    - maintaining journal work for self reflection
- awareness of self, and factors to consider in analysing own perspectives, and when these threaten to impact professional practice, including:
    - belief and value systems
    - biases and prejudices
    - family of origin
    - gender
    - personal experiences
    - sexuality
    - own relationship
- sources of professional support and professional development.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

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- use of suitable facilities, equipment and resources, including:
    - case information
    - sources of research
- modelling of industry operating conditions, including:
    - scenarios that involve complex interactions with other people.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT001 Identify and respond to children and young people at risk

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

This unit applies to workers in a range of job roles providing services to children and young people including in community services and health contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement work practices which support the protection of children and young people	1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate 1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures 1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making 1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice 1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures
2. Report indications of possible risk of harm	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics 2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures 2.3 Ensure writing in reports is non-judgemental 2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

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3. Apply ethical and nurturing practices in work with children and young people	3.1 Protect the rights of children and young people in the provision of services 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people 3.3 Employ ethical and nurturing practices and observe professional boundaries when working with children and young people 3.4 Recognise and report indicators for potential ethical concerns when working with children and young people

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Reading - in order to read and understand forms and to make accurate reports • Writing - in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT001 Identify and respond to children and young people at risk	CHCCHILD401B Identify and respond to children and young people at risk	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment.	

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Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
    - complying with regulations, legislations and duty of care responsibilities
    - employing child-focused work practices to uphold the rights of children and young people
    - maintaining confidentiality
    - providing appropriate responses in the protection of children and young people
- read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child
- impact of risk of harm
- duty of care responsibilities
- trauma-informed care
- ethical considerations including:
    - approaches that incorporate the conventions on the rights of the child, and human rights
    - obligations as defined by the job specification and employing organisation
    - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
    - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
    - child protection system, including reporting protocols, responses to reporting and interagency policies
    - state/territory requirements and processes for notifying suspected abuse and reporting process
    - statutory and policy requirements relating to job role
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as the Convention on the Rights of the Child), policies and procedures in identifying, responding and supporting children's and young people's rights and safety.

This unit applies to workers involved in delivering services to children and young people in a wide range of community services and work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement work practices which support the protection of children and young people	1.1 Comply with lawful instructions, regulations, duty of care and boundaries of practice in all work activities 1.2 Routinely employ child-focused work practices to uphold the rights of children and young people to participate in decision-making where it is age appropriate 1.3 Use communication and information-gathering techniques with children and young people in accordance with current recognised good practice 1.4 Ensure decisions, responses and actions taken are appropriate and within own work role, legislative requirements and organisation procedures 1.5 Continually update own knowledge and skills as required to work effectively and participate in practice supervision processes 1.6 Maintain confidentiality as appropriate
2. Identify indicators of abuse and act appropriately	2.1 Identify children and young people at risk of harm by routinely implementing child protection procedures when appropriate 2.2 Respond to disclosure in accordance with accepted standards, techniques and legislative obligations 2.3 Gather and record information about the child's or young person's behaviour and identify uncharacteristic behaviour

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	2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse 2.5 Promptly report risk of harm indicators in accordance with statutory and organisation procedures 2.6 Work collaboratively with relevant agencies to ensure maximum effectiveness of report
3. Apply ethical practices and safeguard the rights and interests of children and young people	3.1 Identify and seek supervisor support for issues of ethical concern in practice with children and young people 3.2 Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction 3.3 Recognise indicators for potential ethical concerns when working with children and young people 3.4 Report unethical behaviour according to organisational procedures and policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Learning - in order to review and plan updates of own skills
Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT002 Support the rights and safety of children and young people	CHCCHILD404B Support the rights and safety of children and young people	This version was released in CHC Community ServicesTraining Package release 1.0	Not equivalent

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		and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	

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Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
- used appropriate communication strategies to gather information from children and young people
- identified and responded to indicators of children or young people at risk of harm and abuse on at least three separate occasions, including:

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    - gathering and recording information about the child or young person
    - identifying uncharacteristic behaviour of child or young person
    - monitoring the circumstances of children identified as highly vulnerable
- reported risk-of-harm indicators
- sought support from supervisor for issues of ethical concern.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- child- and young person-focused practices
- child protection system, including polices and protocols
- common legal issues when working with children and young people
- risk-of-harm indicators
- organisation guidelines and policies and accepted standards for responding to risks of harm to children and young people
- overview of relevant aspects of the legal system
- organisation standards, policies and procedures
- communication techniques to engage and interact with young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

Modification History

Release	Comments
4	Correction of mapping and metadata CHCRF301E removed. Equivalent outcome.
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Changes to metadata and links. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCPROT429A. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work within an established child protection framework. It also covers standard protocols to maintain a safe environment for children and young people.

This unit applies to a range of child protection work occurring in an interagency framework of practice.

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.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement principles of child protection	1.1 Perform work requirements according to legal, political and community expectations of child protection work 1.2 Demonstrate understanding of the child protection system, roles and responsibilities of key agencies 1.3 Recognise the impacts of child abuse and neglect in the processes of investigation and assessment
2. Apply agreed protocols and guidelines for collaborative practice	2.1 Conduct all work within agreed guidelines of collaborative practice 2.2 Prioritise experiences of child when supporting needs, rights and interests of the child 2.3 Acknowledge and manage challenges of child protection work in a collaborative practice framework 2.4 Apply effective safe work and self-management strategies in child protection duties

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3. Work collaboratively with children and families from diverse backgrounds	3.1 Identify risk factors for families and support them to address these risks 3.2 Respond appropriately to children and families with culturally and linguistically diverse backgrounds 3.3 Develop effective working relationships with agencies supporting children and families from diverse backgrounds 3.4 Liaise and consult with other agencies and personnel as appropriate 3.5 Provide referrals to support families

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to facilitate collaborative discussions with children and their families. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT003 Work collaboratively to maintain an environment safe for children and young people	CHCPROT429A Work collaboratively to maintain a child safe environment	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Assessment Requirements for CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

Modification History

Release	Comments
4	Correction of mapping and metadata CHCRF301E removed. Equivalent outcome.
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Changes to metadata and links. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCPROT429A. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least two families, including:
    - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
    - adhering to child protection principles and work practices while performing work role

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    - applying self-management strategies and safe work principles
    - communicating and responding appropriately to children and families
    - supporting families to ensure that the child or young person is safe
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at child protection service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal, social and political context of child protection work
- interagency framework and agreed protocols
- roles and responsibilities of key agencies and personnel
- effects of child abuse and neglect and its impact on the process of investigation and assessment
- agreed guidelines of collaboration
- worker safety and self-management principles
- cultural and linguistic differences
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT004 Work effectively in child protection to support children, young people and families

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by child protection workers to support children and young people, and to assist families to ensure that children and young people are safe and appropriately cared for. It also covers the ethical, duty of care and legal requirements for this work.

This unit applies to work undertaken in paraprofessional child protection occupations in government and non-government organisations.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Demonstrate commitment to quality care for children and young people	1.1 Identify relationships between the legal, political and social framework within which the work is undertaken 1.2 Identify roles and responsibilities of system stakeholders and relationship to own work 1.3 Comply with duty of care, policy, regulatory, legislative and legal requirements 1.4 Identify and implement organisation policies and procedures 1.5 Reflect on personal values and attitudes and acknowledge their potential impact when working in child protection contexts 1.6 Follow risk-assessment procedures for child protection work 1.7 Focus on supporting the rights, interests and needs of children, young people and families 1.8 Ensure communication is age-appropriate, sensitive and respectful when dealing with children, young people and families
2. Demonstrate ethical and safe work practices	2.1 Observe lines of accountability in work undertaken in child protection and communicate decisions to relevant authorities 2.2 Ensure client rights are protected

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	2.3 Demonstrate effective worker safety/wellbeing and self-management activities in professional practices 2.4 Use the relevant code of ethics, professional and organisation standards to guide service delivery 2.5 Plan responses to address emergency situations and other contingencies based on ethical standards and organisation requirements 2.6 Support staff to identify and resolve ethical dilemmas 2.7 Acknowledge the challenges inherent in the work and develop strategies to address them

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to facilitate collaborative discussions with children and their families. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT004 Work effectively in child protection to support children, young people and families	CHCCHILD505B Work effectively in child protection and out of home care for children and young people	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment.	

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Assessment Requirements for CHCPRT004 Work effectively in child protection to support children, young people and families

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- worked with at least two children and/or young people and their families, including:
  - providing services in accordance with duty of care policy and legislative requirements
  - sensitively and appropriately communicating information about the child protection systems
  - supporting quality care for children and young people
- used self-management activities to support own safety/wellbeing, including:
  - developing a safety plan for direct contact with children, young people and families
  - identifying and appropriately managing the challenges of child protection work, including stress

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    - overcoming barriers to effective self-care
- dealt effectively with a range of stakeholders in the system, including:
    - identifying and addressing challenges or barriers faced by children, young people and families
- supported other child protection staff to identify and resolve ethical challenges arising from their work roles.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role. These include knowledge of:

- history and recent developments in child protection
- approaches of child-centred, family-focused practice
- children's court procedures including:
    - preparing and supporting children, young people and families pre- and post-court
    - preparing for court
- indicators, effects and dynamics of abuse and neglect including:
    - the relationships between abuse and neglect, family violence, substance misuse, mental illness and disability
- issues related to the placement of children, including:
    - attachment and separation
    - effects of removal, incarceration
    - maximising safe family involvement/contact during placement
    - ongoing assessment of risk while in placement
    - pre-crisis planning for young people in out-of-home care
    - restoration/reunification planning for the child/young person's return home
- legal implications and responsibilities of statutory work, including:
    - government policies on indigenous communities, e.g. Stolen Generations
    - legal requirements for the interview process, mandatory reporting and reciprocal reporting
- organisation protocols relating to child protection work:
    - case management processes
    - challenges of child protection work
    - responsibilities of duty of care
- the ethical, legal, political and social framework, including:

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    - child protection orders (an overview)
    - government strategic plans
    - practice principles
    - standards of care
    - professional codes and ethical frameworks
- age-appropriate sensitive oral communication techniques.

Assessment Conditions

Skills must be demonstrated under supervision and in a child protection service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT005 Work within a practice framework

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to ensure that work is consistent with established practice frameworks.

This unit applies to people working in child protection contexts. Their work will require them to follow established procedures and ensure compliance with legislation and professional frameworks. Typically the worker will not supervise the work of others.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Research child protection functions	• 1.1. Research history of child protection • 1.2. Clarify the purpose of child protection in Australia and the methods used to protect children • 1.3. Identify local, state/territory, national and international authorities responsible for child protection • 1.4. Research child protection policy and legislation
2. Identify and review professional practice frameworks	2.1 Source professional networks and resources to locate frameworks/standards for professional practice 2.2 Compare frameworks/standards to identify consistency with organisation policies and procedures, and relevant legislation 2.3 Evaluate the pros and cons of the different frameworks/standards
3. Reflect on own practice	3.1 Use frameworks/standards to reflect on own practice 3.2 Engage with respected colleagues to consider how frameworks/standards apply to own practice 3.3 Identify own areas of professional strength, and areas for improvement 3.4 Consider the alignment between the frameworks/standards and own values, organisational values, policies and procedures
4. Develop and improve practice	4.1 Explore options to improve own practice and take action to refine and further skill development 4.2 Continue to use professional experiences for reflective practice, critical inquiry about own values and beliefs and self-directed learning

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Learning – in order to reflect on and review own professional practice. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT005 Work within a practice framework		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCPRT005 Work within a practice framework

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- sourced and critiqued child protection frameworks / professional standards
- used frameworks/standards to review own professional practice and identify strengths and areas for improvement
- engaged in ongoing reflective practice, critical inquiry about own values and beliefs, and self-directed learning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- the purpose of child protection and the methods used to protect children
- authorities responsible for overseeing child protection
- child protection legislation

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- a range of professional frameworks and standards, coming from national and state governments and peak bodies
- methods for self-development and ongoing professional education including:
    - clinical supervision
    - mentoring and coaching
    - job rotation
    - training
- reflective practice principles
- the principles of critical enquiry and action research.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- national frameworks, such as "Protecting Children is Everyone’s Business: National Framework for Protecting Australia’s Children 2009–2020"
- relevant state-based frameworks, such as Western Australia’s "Signs of Safety Child Protection Practice Framework" and Victoria’s "Best Interests Framework".

Note: assessors must ensure that frameworks referenced are current and address national and state contexts.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT006 Build professional practice and sectoral expertise

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to use professional experience and practice frameworks for reflective practice and deepening sectoral expertise.

This unit applies to people working in child protection contexts; their work will require them to follow established procedures and ensure compliance with legislation and professional frameworks. Typically the worker will be an experienced practitioner.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Review and critique practice frameworks	1.1 Identify practice frameworks for the protection of children in Australia 1.2 Identify international frameworks for the protection of children 1.3 Analyse ways in which the service reflects the requirements and intentions of different practice frameworks
2. Identify and review sectoral change	2.1 Consider the impact of policy, economic, social and technological change on the child protection sector 2.2 Identify the roles and responsibilities of key decision-making bodies and key stakeholders in the child protection sector 2.3 Compare the approaches to child protection taken by different agencies
3. Use reflective practice to enhance own practice	3.1 Work with supervisor to clarify role responsibilities and role expectations 3.2 Work with supervisor to reflect on own biases that might lead to blaming or uncertainty in challenging emotional contexts 3.3 Use emotional intelligence and empathy to develop and enhance work relations 3.4 Foster positive relationships with other practitioners, managers and sectoral experts for professional development
4. Recommend improvements to service delivery	4.1 Use sectoral knowledge and experience to make recommendations to systems within the service 4.2 Support colleagues to review and improve their practice

Foundation Skills

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

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- Learning – in order to reflect on and review own professional practice.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT006 Build professional practice and sectoral expertise		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCPRT006 Build professional practice and sectoral expertise

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- sourced and critiqued national and international child protection frameworks and used these to analyse their own service and its methods and systems
- undertaken at least three clinical supervision sessions to reflect on own practice and develop insight into biases and blocks to working effectively with clients
- used professional experience and sectoral knowledge to recommend improvements to the service and support colleagues to enhance their practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- relevant legislation and policy
- key stakeholders in the sector and authorities responsible for overseeing child protection

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- national and international practice frameworks
- the role and purpose of clinical supervision
- the principles of reflective practice.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- national frameworks, such as "Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009–2020"
- relevant state-based frameworks, such as Western Australia's "Signs of Safety Child Protection Practice Framework" and Victoria's "Best Interests Framework".

Note: assessors must ensure that frameworks referenced are current and address national and state contexts.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT007 Provide supervision in the community

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by workers who provide legislated and protective services to children and young people at substantial risk of abuse or neglect and/or who are subject to court mandates/orders.

This unit applies to community service work in security contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Promote cooperative behaviour	1.1 Communicate positive and realistic expectations of behaviour to child/young person 1.2 Use clear communication, suggesting positive options to encourage cooperation of child/young person 1.3 Draw attention of child/young person to positive aspects of their behaviour 1.4 Support child/young person to accept responsibility for meeting requirements of intervention and program
2. Liaise with client providers	2.1 Identify and assess client needs 2.2 Discuss identified needs with client and relevant parties 2.3 Select and organise appropriate services according to identified needs 2.4 Ensure providers receive relevant client information 2.5 Complete all appropriate record-keeping and reporting accurately in accordance with defined procedures 2.6 Ensure allocated service delivery continues to match client requirements 2.7 Implement required changes where appropriate and as resources permit
3. Coordinate community programs	3.1 Assess specific client needs and match to an existing program 3.2 Consult relevant community organisations to identify available programs to meet specific client needs

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	3.3 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 3.4 Employ appropriate communication techniques to engage young clients and provide information about programs
4. Fulfil legislative responsibilities	4.1 Provide child/young person with community supervision in accordance with relevant legislation, policies and procedures 4.2 Provide supervision to assist clients to address their needs and issues 4.3 Source and validate appropriate information to write reports and case file notes 4.4 Prepare court-ordered reports in accordance with relevant legislation, policies and procedures 4.5 Consult child/young person in the preparation of reports if appropriate

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT007 Provide supervision in the community	CHCPROT405E Provide supervision in the community	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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		Significant changes to elements and performance criteria. New evidence requirements for assessment.	

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Assessment Requirements for CHCPRT007 Provide supervision in the community

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- supported and promoted positive and cooperative behaviour for at least one child/young person, including:
    - communicating clearly and positively to the child/young person
    - identifying clients' needs, matching them to, and organising, appropriate services and programs
    - liaising with client service providers and providing all information required
    - undertaking any reporting requirements and record-keeping including the preparation of any court-ordered reports
    - monitoring service delivery and client requirements and making changes if required
    - providing appropriate supervision of child/young person

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- communicating all relevant information regarding services and programs to client as required.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- understanding adolescent clients and their special needs as individuals and as part of a group
- behaviour-management models, theories and techniques
- services and programs available and associated referral processes
- communication techniques to engage and interact with young clients
- organisational record-keeping protocols
- writing skills required to complete records accurately
- relevant legislation and responsibilities
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT008 Provide supervision in a secure system

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to supervise activities and provide for physical safety, security, wellbeing, care and protection for young offenders and staff.

This unit applies to community service work in security contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support client induction and integration	1.1 Establish processes for resolving issues between workers, client and other residents 1.2 Explain to clients expectations of them while in facility 1.3 Ensure clear explanation of the rules, expectations and consequences of personal and communal behaviour in facility to client
2. Protect the safety and welfare of clients	2.1 Evaluate options for maintaining the client's safety and take action in accordance with statutory and/or organisation requirements 2.2 Establish authority of person admitting the young person 2.3 Respond to incidents so as to safeguard the young person's safety 2.4 Maintain a healthy and safe environment to minimise potential for harm 2.5 Plan supervision to minimise potential for harm 2.6 Supervise workers to promote young person's rights 2.7 Ensure all legislative requirements are met by self and those supervised
3. Promote positive behaviour	3.1 Communicate positive and realistic expectations of young person's behaviour 3.2 Regularly identify examples of positive behaviour and reinforce them with the young person to encourage cooperation

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4. Encourage participation in programs	4.1 Assess specific needs of young person and match to existing programs 4.2 Employ appropriate communication techniques to engage young person to address specific needs 4.3 Encourage and support young person to participate in all programs, especially those addressing offending behaviour 4.4 Ensure a thorough knowledge of existing programs including their content, purpose and access protocols 4.5 Provide relevant information to client as appropriate

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT008 Provide supervision in a secure system	CHCPROT407E Provide supervision in a secure system	This version was released in CHC Community ServicesTraining Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT008 Provide supervision in a secure system

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- supported induction and integration on at least one occasion, including:
  - establishing processes for resolving issues between workers, clients and other residents
  - explaining rules, expectations and consequences of personal and communal behaviour
- consistently protected the safety and welfare of clients, including:
  - establishing authority and planning supervision to minimise potential for harm
  - responding to incidents
  - maintaining a healthy and safe environment
  - supervising workers to promote young person’s rights

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- communicated and identified examples of positive behaviour to encourage cooperation of young person
- assessed specific needs of at least one young person and matched the needs to existing programs
- encouraged and supported at least one young person to participate in appropriate programs
- provided one client with relevant information regarding existing programs.

Knowledge Evidence

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

These include knowledge of:

- dynamics of adolescent offending
- dynamics of young offender's significant others
- understanding adolescent clients and their special needs as individuals and as part of a group, including specific needs relating to culture, ability, development and gender
- existing supervision programs, including their content, purpose and access protocols
- ways to identify and implement procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- behaviour management models, theories and techniques
- security and safety procedures and policies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Link

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CHCPRT009 Provide primary residential care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to provide for the care and support of clients in residential care and assist their transition from primary/residential care.

This unit applies to work in a range of community service contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Outline terms of placement with client in care	1.1 Clearly explain what the client can expect from their placement, including the opportunities the placement presents and strategies for maximising benefits of the placement 1.2 Explain rules and consequences for behaviour and, where relevant, negotiate with client in ways that are understandable and culturally appropriate 1.3 Clarify boundaries of confidentiality with client 1.4 Use appropriate communication processes to resolve issues, review placement progress and explain external and internal grievance procedures 1.5 Explore and clarify understanding of client rights and expectations about direct care 1.6 Complete and maintain all relevant documentation in accordance with organisation procedures
2. Provide/mobilise domestic support	2.1 Address and negotiate ways to provide for client's daily needs 2.2 Implement all appropriate procedures to ensure the environment is clean, healthy and safe 2.3 Negotiate appropriate strategies for continued use, maintenance and/or disposal of client's personal possessions and consumables
3. Provide for client education, support and development	3.1 Establish appropriate relationship with client to maximise access to development opportunities and participation in a range of services 3.2 Assist client to identify and implement appropriate goals, strategies and activities to enhance their move to autonomy and self-empowerment

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	3.3 Implement a range of approaches to life-skills training, including provision of positive role models to ensure client's specific needs are addressed 3.4 Make appropriate arrangements to support client in care to attend school or to undertake relevant vocational training and/or employment 3.5 Negotiate appropriate processes for provision of health care education with relevant referral agency/organisation/department to ensure their delivery 3.6 Agree on appropriate processes with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms
4. Contribute to reintegration of client	4.1 Negotiate required resources, services and ongoing support with client and significant others to ensure resettlement needs are assessed and addressed 4.2 Arrange with relevant parties for client to participate in employment, counselling, education and accommodation as appropriate 4.3 Undertake all relevant available activities designed to assist a successful transition from care 4.4 Negotiate with all relevant parties to identify appropriate levels of contact with client, once out of care

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication– in order to negotiate and clarify expectations with clients, service providers and other relevant parties when required. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT009 Provide primary residential care	CHCPROT409E Provide primary residential care	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT009 Provide primary residential care

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- outlined terms of placement with at least one client in care, including expectations, rules, consequences for behaviour and client rights and responsibilities
- resolved issues, reviewed placement progress and explained grievance procedures
- completed and maintained all relevant documentation accurately
- provided/mobilised domestic support, including:
    - addressing and negotiating ways to meet clients'daily needs
    - implementing procedures to ensure environment is clean, healthy and safe
    - negotiating with client for the continued use, maintenance and/or disposal of their possessions and consumables
- provided clients with education, support and development, including:

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    - implementing a range of approaches to life-skills training
    - making arrangements to support client to attend school or undertake vocational training and/or employment
    - negotiating with relevant referral agency/organisation for the provision of health care education
    - negotiating with client and personnel for access to a range of emotional, social and physical support mechanisms
- assessed and addressed resettlement needs of clients and negotiated required resources, services and ongoing support
- identified appropriate levels of contact with client once out of care.

Knowledge Evidence

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

These include knowledge of:

- relevant statutory procedures, responsibilities and rights
- service protocols, philosophies and processes
- characteristics of appropriate client-worker relationships
- procedures to ensure the environment is clean, healthy and safe
- available resources and programs
- stages of grief
- the impact and signs of abuse
- cultural protocols, systems and taboos
- parenting models
- budgeting practices
- protocols for working with professional service providers
- models of child development.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

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CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to recognise indicators of trauma in children and young people of different ages and at different stages, and to identify their needs and those of their parents and carers.

This unit applies to those working with children and young people, in particular in contexts involving child protection, family services, and child and youth placement and support.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Seek information from families, carers, significant others and professionals	1.1 Identify appropriate sources of information about the child or young person 1.2 Gather accurate information about child-rearing practices and values of the cultural group to which the child or young person belongs 1.3 Compile a detailed overview of information available about developmental context and issues from pregnancy/birth to clarify impact of culture, family, home and community on the developmental history of child or young person
2. Identify developmental issues	2.1 Identify factors and incidents that may have influenced the child's development and the impact on current behaviour patterns and characteristics, using knowledge of common developmental trends 2.2 Recognise the variations in normal development 2.3 Identify how developmental delays might impact on developmental progress 2.4 Recognise issues associated with young children primarily seeking attachment rather than safety
3. Identify indicators of trauma in children and young people	3.1 Access and accurately interpret available current information about possible indicators of trauma 3.2 Assess vulnerability of child as a consequence of violence, abuse and neglect

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	3.3 Identify extent of child's positive experiences of stable, sensitive, loving and stimulating relationships and environments 3.4 Clarify extent and duration of trauma, and develop strategies to ensure that interventions do not exacerbate child's trauma
4. Provide support to families impacted by trauma and violence	4.1 Encourage parents and carers to seek and accept appropriate support to manage their own shock and emotional responses 4.2 Listen calmly to information provided by child or young person and their parents and/or carers, and provide reassurance in line with the situation and child's age and stage of development 4.3 Encourage child or young person to talk about all aspects of the traumatic experience and its aftermath, if appropriate, as an open, accepting and reassuring listener 4.4 Monitor developmental and educational progress of child or young person in line with their developmental status and needs, within requirements of own work role 4.5 Implement actions to reduce the future likelihood of recurring trauma 4.6 Report situations of potential trauma in line with requirements of the organisation, legislation and work 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs	CHCPROT533A Work with children and young people with complex trauma and attachment issues and needs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- worked with one or more children or young people, and their families to:
  - review developmental progress
  - identify indicators of trauma and/or attachment disorder
  - ensure interventions do not exacerbate trauma
  - recover from trauma and prevent the likelihood of further occurrences.

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Knowledge Evidence

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

These include knowledge of:

- stages of human development and indicators of trauma associated with the different stages of development
- different cultural values and child-rearing practices and their potential impact on children and young people
- risks to healthy child development, including:
    - exposure to family violence, alcohol/substance abuse or other addictive behaviours
    - mental health issues, including self-harm or suicide attempts
    - disability or complex medical needs
    - chronic neglect
    - compounded or unresolved experience of inter-generational abuse/trauma, and loss and grief
    - sexual abuse
    - chaotic household/lifestyle
    - poverty, financial hardship, unemployment, problem gambling and homelessness
- factors that influence positive outcomes, including:
    - sense of belonging to home, family, community and strong cultural identity
    - positive and supportive peer groups.

Assessment Conditions

Skills must be demonstrated through a child protection service and under professional supervision.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must involve working with a child under professional supervision.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to develop and implement a multi-agency investigation and assessment strategy in response to an allegation of child abuse and neglect.

This unit applies to a range of child protection occupations in government and non-government organisations where assessment of children at risk is a critical part of the job role.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify appropriate strategies for investigation and assessment	1.1 Identify key agencies and personnel to be involved in investigation and assessment 1.2 Consult with each agency and individual practitioners to define roles and responsibilities 1.3 Collect and share relevant agency information 1.4 Assess and clarify range issues to be addressed in response to the child's identified needs 1.5 Identify and respond appropriately to specific client characteristics including cultural, family and community issues 1.6 Liaise and consult with other agencies and personnel within organisation and reference appropriate interagency frameworks and protocols 1.7 Identify and assess potential risks to child, family and others 1.8 Assess and evaluate a range of intervention options according to the needs of the child and situation
2. Select and implement the strategy	2.1 Use child protection frameworks to select and agree to the strategy for the investigation 2.2 Plan and support the implementation of practical arrangements 2.3 Implement the strategy that best meets the needs of the child and secures the safety and wellbeing of the child 2.4 Facilitate and support appropriate referrals as required

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	2.5 Record actions for strategy implementation according to organisation and interagency framework
3. Monitor and review the strategy	3.1 Define negotiable and non-negotiable aspects of the response strategy and implement processes to ensure these are maintained and monitored 3.2 Revise strategy in response to new information and changing circumstances 3.3 Manage communication between agencies for monitoring and review of strategy during and following action 3.4 Evaluate the effectiveness of the investigation and strategy, with reference to all agencies involved

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy	CHCPROT430A Develop and implement a multi agency investigation and child risk assessment strategy	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment.	

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Assessment Requirements for CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- developed and implemented at least one multi-agency investigation into an allegation of child abuse or neglect, including:
    - sourcing key agencies for involvement in investigations and assessments and working collaboratively with those agencies
    - identifying key issues and considerations to be addressed in regard to the needs of the child and selecting and developing a strategy to respond to those issues
    - evaluating the chosen strategy to ensure it meets the key principles of child protection work
    - implementing the best strategy for the child and facilitating the associated practical arrangements

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- documenting the strategy, at all stages
- working effectively and collaboratively with other agencies and personnel within organisational and interagency frameworks.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- roles, responsibilities and functions of key agencies and personnel participating in interagency and collaborative casework
- a range of potential issues that may present and require action in investigation and risk-assessment strategies
- organisation and interagency child protection frameworks
- range of options for intervention
- key principles of child protection work
- legislation and regulations of child protection work relevant to the investigation and assessment of children at risk
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- a real multi-agency investigation and child risk assessment strategy

OR

- a detailed case study which reflects multi-agency roles and responsibilities

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

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Link

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CHCPRT012 Undertake and implement planning with at-risk children and young people and their families

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2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to undertake assessments of children and young people, and/or families, to develop an intervention strategy to reduce the risk of abuse.

This unit applies to a range of child protection occupations in government and non-government organisations.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan to ensure clients receive services appropriate to their needs	1.1 Review information about the client/s and their needs 1.2 Convene and attend relevant meetings to share information on clients, in preparation for intervention strategies and case plans 1.3 Develop and agree plan with relevant parties 1.4 Clarify and document roles and responsibilities of relevant agencies, service providers and professionals 1.5 Provide clients with information about the roles of different services available to them in accordance with organisation and legal requirements 1.6 Make referrals as appropriate to meet the needs of children, young people and their families
2. Implement and review plan	2.1 Prioritise and undertake work to assure needs of clients are met within timeframe 2.2 Focus work commitments to prioritise the clients' needs 2.3 Provide relevant information and updates to relevant agencies, service providers and professionals 2.4 Routinely engage child, family and others to review the case plan and intervention strategy 2.5 Work within ethical and legislative guidelines 2.6 Document all procedures in accordance with organisational policies and procedures

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT012 Undertake and implement planning with at-risk children and young people and their families	CHCPROT502E Undertake and implement planning with at-risk children and young people and their families	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT012 Undertake and implement planning with at-risk children and young people and their families

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- developed and implemented at least three case plans through collaboration with key stakeholders which assess and address key risk factors in families and reduce risk to the child/young person
- demonstrated skills in case management and inter-agency work
- developed collaborative relationships with child, family and other key stakeholders
- demonstrated application of:
    - analysis and judgement
    - risk management

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- oral communication skills required to develop rapport with client, families and other agencies and staff members
- clear and accurate writing skills to document the procedures of the organisation/service.

Knowledge Evidence

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

These include knowledge of:

- legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- accepted organisation procedures, systems and practice for client assessment and allocation of services
- accepted practices for delivery of services to particular clients, including referral procedures
- options, methods and techniques to reduce the risk of child abuse
- issues affecting particular client groups including:
  - risk factors
  - cultural and religious differences
- the range of relevant agencies, service providers and professionals that can assist with the planning and delivery of services.

Assessment Conditions

Skills must be demonstrated in the workplace. In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical. Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Assessment must ensure use of case management documents and templates.
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.

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Link

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CHCPRT013 Support the progress and development of young people

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to support the development of young people, and to support responsibility for behaviour management and change.

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Maintain supportive contact with young people	1.1 Conduct interactions with young people in a fair, just, humane and positive manner 1.2 Use communication strategies with individuals for effective interaction and problem-solving, considering cultural sensitivities and adapting style and language to accommodate different cultural values and practices 1.3 Identify potential causes of conflict and use a range of appropriate and effective defusing responses 1.4 Use negotiation techniques to divert and minimise aggressive behaviour 1.5 Examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes
2. Monitor needs, risks and progress of young people	2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour 2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies 2.3 Investigate behaviour and interactions in a fair, objective and consistent manner 2.4 Check information received from others for accuracy and determine the response which is consistent with the issues and their seriousness 2.5 Make decisions on actions that are consistent with all available evidence and organisation practice/procedures 2.6 Seek specialist advice and make referrals where required

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3. Provide positive opportunities for behaviour change	3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available 3.2 Assist contacts between young people and networks in the community according to organisation procedures 3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of needs 3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisation practice 3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services, agencies and with personal supporters 3.6 Encourage young people to manage themselves and their development and relationships confidently and productively
4. Assist young people to manage risks	4.1 Challenge unacceptable behaviour and clearly outline options and opportunities to change with positive encouragement 4.2 Confirm the implications of risk-taking behaviour clearly, calmly and objectively 4.3 Use restraining techniques only according to organisation's policies and procedures and discontinue as soon as procedures specify. 4.4 Provide reports of incidents arising from risk-taking and unacceptable behaviour that are accurate, clear and comply with procedures 4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing 4.6 Select strategies and responses for their potential to provide role models and examples of confident, assertive behaviour 4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures 4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to negotiate and defuse potentially critical situations. • Writing – in order to produce analytical reports in line with workplace policies and procedures. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT013 Support the progress and development of young people	CHCPROT510E Support the progress and development of young people	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT013 Support the progress and development of young people

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- observed and monitored behaviour of young people for potential conflict and aggressive behaviour
- communicated and interacted effectively with at least three young people, including:
  - defusing potential causes of conflict
  - using negotiation techniques to divert and minimise aggressive behaviour
  - encouraging appropriate responsibility and accountability for behaviour and its outcomes
- used different strategies to minimise inappropriate or aggressive behaviour of young people
- sought specialist advice and made referrals where required

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- encouraged young people to maintain and develop support networks, including making contact with family and/or friends
- assisted young people to develop positive attitudes and behaviours in their relation to others, including staff and support services
- challenged a young person's unacceptable behaviour, including:
    - outlining options and opportunities to change
    - writing reports on incidents that have arisen from risk-taking or unacceptable behaviour
- produced reports detailing the appropriateness and effectiveness of the use of behaviour management strategies
- carried out intervention strategies based on analysis of situation and organisation policies and procedures.

Knowledge Evidence

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

These include knowledge of:

- organisation's policies, guidelines and procedures
- relevant statutory responsibilities related to management of and support for young people, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- support services and specialists and their guidelines for access and service provision
- aspects of behaviour and development related to children and young people's social development, behaviour and relationships
- relevant cultural practices and customs of the community and the client profiles
- causes of conflict and appropriate defusing responses
- appropriate restraining techniques
- negotiation techniques to divert and minimise aggressive behaviour
- observation and information-gathering methods.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT014 Interact with the legal system to protect children

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to protect children and to assist children and their families to negotiate the legal system.

This unit applies to a range of child protection work where it is necessary to understand the differing roles and responsibilities of key legal bodies in the child protection context.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Recognise the roles and responsibilities of key legal agencies in child protection	1.1 Identify roles and functions of key legal bodies in child protection 1.2 Identify powers, orders and processes relating to key legal bodies 1.3 Analyse issues for children involved with the legal system
2. Analyse and evaluate the legal options available to protect children	2.1 Assess and evaluate the risks and benefits of each legal option according to the needs of the individual child and family 2.2 Assess legal options in consultation with other agencies according to organisation policies and relevant interagency guidelines where necessary 2.3 Identify most appropriate option to meet child's and family's needs
3. Liaise with key agencies to ensure children are supported to negotiate the legal system	3.1 Identify most appropriate support agencies and associated referral process for children involved in the legal system 3.2 Liaise with support agencies in consultation with child, family and other key agencies 3.3 Consult with and inform child and family of other available support systems as required

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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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT014 Interact with the legal system to protect children	CHCPROT532A Interact with the legal system to protect children	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT014 Interact with the legal system to protect children

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- regarded functions and powers of key legal agencies and processes relating to child protection
- identified and analysed issues children may have within the legal system
- sought out the most appropriate legal options for one child and their family in consultation with other agencies as appropriate
- liaised with support agencies in identifying the most appropriate support options
- consulted with the child and family to identify most appropriate legal options and support systems.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- roles and responsibilities of key legal bodies within child protection systems
- legislation relevant to child protection work and support systems
- powers, orders and processes relating to key legal bodies in child protection
- legal options available to children and families
- roles and functions of support agencies and processes
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT015 Respond to needs of youth justice clients

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to respond to the range of complex needs of youth justice clients.

This unit applies to work in both a community and custodial youth justice service environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Assist the young person to identify and assess issues that affect their health and wellbeing	1.1 Communicate with the young person in an open and conducive manner to exchange views about their particular health and wellbeing issues 1.2 Consult with the young person about factors that impact on their health and wellbeing 1.3 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues
2. Assist the young person to select options for addressing health and wellbeing issues	2.1 Support the young person to reflect upon their own concerns for their health and wellbeing and encourage them to realise their potential for change 2.2 Provide information to assist the young person to explore and select options that can be implemented to address health and wellbeing issues 2.3 Discuss with the young person the implications of choices and clarify their understanding of impact and risks
3. Support the young person to act upon their choice of support/intervention	3.1 Assist the young person to be clear about the choices they have made and the reasons for seeking the support/interventions 3.2 Explore with the young person the choice of methods available to assist them to act upon the support/intervention

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	3.3 Facilitate the young person's access to their identified choice of support or intervention 3.4 Maintain contact to a level required to support the young person to action changes to improve health and wellbeing 3.5 Encourage young people to access further supports if required
4. Evaluate with the young person the effectiveness of interventions/supports	4.1 Provide regular opportunities for the young person to review their own progress 4.2 Review the young person's original health and wellbeing concerns and the effectiveness of choice of actions in an appropriate manner 4.3 Seek opinions and inputs from others involved in the interventions to suggest ways the intervention/support process may be improved 4.4 Encourage the young person to identify and discuss their own perceptions of changes to their health and wellbeing as a result of taking action 4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCPRT015 Respond to needs of youth justice clients	CHCYJ502A Respond to needs of youth justice clients	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT015 Respond to needs of youth justice clients

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least three youth justice clients, including:
  - encouraging young people to discuss issues openly and honestly
  - supporting the young person through verbal and non-verbal methods
  - employing strategies to encourage the young person to recognise their capacity to make changes
  - acknowledging and respecting the young person's rights to choose appropriate supports
  - helping the young person to maintain their commitment to change
  - referring young person to specialist services when necessary
- undertaken at least one risk assessment of different choices made by the young person

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- recorded outcomes of interventions and supports accurately and completely on at least two occasions.

Knowledge Evidence

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

These include knowledge of:

- adolescent mental health and social and emotional wellbeing concerns
- motivational interviewing techniques
- issues and contemporary approaches to illegal and legal drug use, treatment and response
- relevant legislation, policy and procedures related to working in the youth justice context where young people present with complex and/or multiple issues relating to health and wellbeing
- range of support and intervention types available for young people experiencing a variety of health and behavioural concerns in the youth justice environment including:
    - misuse of alcohol and/or other drugs , including addiction
    - mental health issues (depression and suicide)
    - disabilities
    - behavioural difficulties
- local internal and external organisations and specialist support services available to young people
- importance of peer support in achieving change
- impact of culture, beliefs and preferences on individual's willingness to discuss areas of concern
- theories of how family of origin, intergenerational and environmental health impacts contribute to health and wellbeing of young people in the youth justice system
- relationship between lifestyle choices, nature of adolescent risk-taking and offending behaviour
- early warning signs of young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance-use related or otherwise

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations

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relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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CHCPRT016 Work in the youth justice environment

Modification History

Release	Comments
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2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work effectively in youth justice service settings.

This unit applies to work in both a community and custodial youth justice service environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance required to demonstrate achievement of the element.*
1. Perform work following legal, ethical and organisation requirements	1.1 Identify relevant organisation policies and procedures relating to standards and legislative requirements of own work role, clarifying any uncertainties with appropriate personnel and applying to all work 1.2 Recognise boundaries and limitations of work role and refer matters to relevant personnel as required 1.3 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority 1.4 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
2. Maintain professional work standards	2.1 Contribute to identifying and implementing improved work practices 2.2 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements
3. Work effectively in youth justice services	3.1 Implement work practices that support the rights of young people in the justice system 3.2 Promote and protect the inclusivity, diversity and value of young people in the justice system

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	3.3 Maintain awareness of current issues influencing the provision of youth justice services, including issues for Aboriginal and/or Torres Strait Islander young people 3.4 Maintain confidentiality in work practices 3.5 Assess risks and take appropriate actions according to organisation policy and any legislative requirements 3.6 Record information accurately and completely as required of job role and according to organisation practice standards 3.7 Clearly explain worker role and responsibility to the young person, including power differentials in the worker-client relationship, and model positive behaviour
4. Take responsibility for own skill development	4.1 Seek and receive feedback from supervisor on own standard of work practices 4.2 Plan with supervisor, any ways to improve areas of work practice 4.3 Take part in actions to implement the skills' development plan 4.4 Reflect regularly on own work performance
5. Communicate effectively in a youth justice environment	5.1 Communicate with young people in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination 5.2 Encourage open exchanges of information between worker and young person 5.3 Minimise any constraints to communication with young people and colleagues 5.4 Follow organisation procedures for accessing, collecting and recording written communications about young people 5.5 Ensure communication with colleagues models respect and diversity

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT016 Work in the youth justice environment	CHCYJ401B Work in the youth justice environment	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT016 Work in the youth justice environment

Modification History

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2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- followed legal, ethical and organisational requirements related to the work role, including:
    - communicating effectively with young people and colleagues in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination and oppression
    - identifying and reporting to supervisor any issues requiring mandatory notification

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    - recording information accurately and completely as required and maintaining confidentiality in work practices
    - contributing to identifying and implementing improved work practices
    - explaining worker role and responsibilities to a young person and modelling positive behaviour
- assessed risks and taken appropriate action when working in youth justice services
- taken responsibility for own skill development, including:
    - seeking and receiving feedback from supervisor
    - planning ways to improve areas of work practices
    - participating in skills' development plan implementation
    - reflecting on own work performance.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role

These include knowledge of:

- different youth justice work contexts and the effect of their interrelationship on own work
- current youth justice issues that impact on own work area
- different types of young people's offending behaviour and the factors that influence behaviour
- key aspects of the youth justice system and relevant legislation in work jurisdiction
- key aspects of the United Nations Convention on the Rights of the Child
- codes of ethics and organisation policy and procedures relevant to job role, including duty of care requirements
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- principles and processes of effective communication with diverse groups of young people and colleagues
- accuracy and completion requirements of all written reports and records
- agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions, and appropriate confidentiality requirements
- importance of anti-discrimination and inclusivity principles.

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Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system.

This unit applies to work in both a community and custodial youth justice service environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Engage with Aboriginal and/or Torres Strait Islander young people and their families	1.1 Communicate appropriately with Aboriginal and/or Torres Strait Islander young people and their families to develop trust and professional relationships 1.2 Apply knowledge of the issues affecting Aboriginal and/or Torres Strait Islander young people in the youth justice system to identify their particular needs 1.3 Discuss with the young person and their family specific cultural and community characteristics and/or expectations that may assist with supporting the young person 1.4 Use a variety of sources to obtain information about the cultural needs of the young person 1.5 Provide opportunities for the young person and their family to obtain further information
2. Communicate and manage information about the young person	2.1 Demonstrate consideration and understanding of ethical practices and cultural protocols for obtaining and sharing information about the young person 2.2 Follow relevant organisation policies and procedures for communication strategies to be used with diverse groups and individuals 2.3 Provide interpreter and/or translator services for families where this will assist communication

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	2.4 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority 2.5 Use information obtained about the young person's cultural identity to inform case plans and activities
3. Support families and kinship networks to remain in contact with young people	3.1 Consult with the family and kinship networks of young people to identify resources and practical assistance needed to maintain worker and family contact with the young person, both in and out of custody settings 3.2 Determine any potential barriers to communication for young people and their families and support the maintenance of communication 3.3 Recognise the importance of whole community in supporting and caring for Aboriginal and/or Torres Strait Islander young people 3.4 Encourage family participation in case planning
4. Represent the needs of Aboriginal and/or Torres Strait Islander young people to others in the organisation	4.1 Identify and convey the cultural needs of the young person to other staff and agencies 4.2 Encourage families to convey any specific needs of the young person to relevant staff 4.3 Seek cultural expertise for suggestions on how to make the environment sensitive to cultural needs 4.4 Observe and report any risk factors for self-harm 4.5 Source and provide information on other services that can support the family and young person

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system	CHCYJ402A Support Aboriginal and/or Torres Strait Islander young people in youth justice system	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- engaged with at least one Aboriginal or Torres Strait Islander young person and their family, including:
    - communicating appropriately to develop trust and a professional relationship
    - identifying particular cultural needs
    - providing opportunities for young person and their family to obtain further information

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    - using information about young person's cultural identity to inform case plans and activities
    - seeking cultural expertise on how to make the environment sensitive to cultural needs
- supported families and kinship networks to retain contact with young person, including:
    - identified resources and practical assistance needed to maintain contact
    - identified potential barriers to communication
    - encouraged family participation in case planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role

These include knowledge of:

- relevant legislation as applied to work jurisdiction, including mandatory reporting requirements
- contemporary issues affecting Aboriginal and/or Torres Strait Islander people in custody
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- principles of good practice in youth justice work with diverse client groups
- codes of ethics and organisation policy and procedures for liaison and communication with families of young people in custody
- sources of information and protocols to obtain specific cultural and community information
- risk-analysis and reporting processes, including self-harm identification
- importance and differences of security awareness in custodial and community youth justice work
- rights and responsibilities of young people and their families/carers in youth justice system
- principles and processes of effective communication with diverse groups of young people and colleagues
- importance of anti-discrimination and inclusivity principles applied to work practices.

Assessment Conditions

Skills must be demonstrated in the workplace.

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In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT018 Prepare young people for reintegration

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work effectively with young offenders to prepare them for reintegration into the community.

This unit applies to work in both a community and custodial youth justice service environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify appropriate activities to prepare the young person for reintegration	1.1 Assist the young person to identify their own needs to prepare for reintegration 1.2 Research, identify and provide a range of activities for preparing for reintegration and assist the young person to choose the most appropriate activity where necessary 1.3 Confirm that preparation activities do not compromise security, safety, needs and rights of the young person, worker, organisation or community 1.4 Identify realistic objectives of preparation activities in consultation with young person and supervisor 1.5 Refer the young person to specialist to support their needs that cannot be met internally
2. Implement preparation activities	2.1 Explain and confirm that the young person understands the limitations and requirements of the activity and any consequences of breaches 2.2 Confirm the objectives, outcomes and standards of behaviour expected with the young person and others involved in the activities 2.3 Identify any breaches of activity requirements and take action in line with organisation policies and procedures 2.4 Comply with occupational health and safety requirements in activities that occur outside the custodial setting 2.5 Evaluate the effectiveness of the activity against the objectives and expected outcomes, in consultation with key personnel

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	2.6 Liaise with external organisations to promote and develop further activities that support the young person's preparation for reintegration
3. Support the young person preparing for reintegration	3.1 Provide resources, information and encouragement to enable the young person to actively participate in the reintegration activity 3.2 Communicate with the young person in a way that promotes their confidence and self-responsibility 3.3 Monitor and review the young person's progress in preparing for reintegration 3.4 Implement change to activities where the young person's progress is not evident 3.5 Record and report on activities as required by job role and guidelines of the organisation

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT018 Prepare young people for reintegration	CHCYJ403B Prepare young people for reintegration	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance	Not equivalent

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		criteria. New evidence requirements for assessment.	

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Assessment Requirements for CHCPRT018 Prepare young people for reintegration

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- prepared at least one young person for reintegration, including:
    - researching, identifying and providing a range of preparation activities to assist the young person's reintegration
    - providing information and encouragement to enable active participation in reintegration activity
    - assisting the young person to identify their own needs in preparing for reintegration
    - referring the young person to specialist support
    - monitoring and reviewing the young person's progress in preparing for reintegration, and making changes to activities where required
- implemented at least one preparation activity, including:

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    - explaining and confirming the young person's understanding of limitations and requirements of the activity
    - identifying any breaches of activity requirements
    - evaluating effectiveness of activity against objectives and expected outcomes.
- liaised with external organisations to promote and develop further activities that support the young person's reintegration
- recorded and reported on activities accurately and completely, according to organisation requirements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role

These include knowledge of:

- relevant legislation to be applied in reintegration activities according to work jurisdiction
- policies and procedures for dealing with breaches of activity requirements
- key aspects of the United Nations Convention on the Rights of the Child
- codes of ethics, standards of practice and organisation policy and procedures relevant to job role and preparation for reintegration activities
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- evaluation techniques to determine the effectiveness of reintegration activities
- range of security and safety needs and rights relevant to young people, workers, organisations and the community
- principles and processes of effective communication with diverse groups of young people and colleagues
- agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- development strategies for reintegration activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT019 Develop and support youth justice team

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to encourage, develop and support positive teamwork in youth justice service settings.

This unit applies to work in both a community and custodial youth justice service environment.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish and maintain effective relationships with colleagues	1.1 Identify and agree to work responsibilities in consultation with team members 1.2 Plan and conduct own responsibilities as agreed 1.3 Demonstrate effective team work in daily practices 1.4 Identify need and provide support to colleagues within own job role 1.5 Establish own support needs and seek assistance from team as required 1.6 Implement anti-discriminatory work practices and model goals and values of the organisation 1.7 Identify actual and potential conflicts with colleagues and work to resolve them
2. Maintain confidential and respectful communications with colleagues	2.1 Use communication equipment according to the guidelines of the organisation 2.2 Communicate with colleagues according to policy and procedures 2.3 Use a range of communication strategies to accommodate the communication needs of colleagues 2.4 Provide documented communications within agreed timeframes 2.5 Maintain confidentiality in communications with colleagues

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	2.6 Identify, record and report any issues which breach organisation standards of practice
3. Assist with the development of the team	3.1 Discuss team responsibilities with all team members 3.2 Collect and use team feedback to improve team relationships and team performance 3.3 Present information about improvements to team practices in a constructive, clear and timely manner 3.4 Respond positively to team feedback about suggested improvements and strategies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT019 Develop and support youth justice team	CHCYJ501A Develop and support a youth justice team	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment.	

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Assessment Requirements for CHCPRT019 Develop and support youth justice team

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- communicated and worked effectively with colleagues, managers and other agency staff on at least three separate occasions, including:
    - establishing and agreeing to work responsibilities
    - identifying actual and potential conflicts with colleagues and working to resolve them
    - using communication equipment
    - employing a range of communication strategies to meet the needs of different colleagues
    - providing documented communication
    - identifying own support needs and seeking assistance from the team

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- identifying, recording and reporting any issues which breach organisation standards of practice
- implementing anti-discrimination work practices
- collecting and using feedback from team members that suggest improvements to team relationships and performance.

Knowledge Evidence

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

These include knowledge of:

- effective team work practices
- communication strategies for giving and receiving feedback
- relevant anti-discrimination legislation and workplace practices
- team dynamics and relationships in a work environment
- barriers to effective team work in youth justice settings
- management strategies for negotiating tasks and making constructive suggestions in a team
- conflict resolution strategies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCPRT020 Manage complex child protection risk assessments and case strategies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to plan responses to reports of risk, gather and analyse information to inform the determination of risk, and then monitor the actions resulting from the assessment.

This unit applies to child protection workers who use advanced critical analysis, communication and evaluation skills to make professional judgements about risks and resulting strategies in child protection work.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan response	1.1 Access and critically analyse existing reports and other information to inform planning 1.2 Determine and respond to required legal frameworks and processes 1.3 Establish timeframes for response, make assessment of immediate risk to any and all parties and implement actions accordingly 1.4 Determine and establish internal and external collaborative arrangements within established protocols and guidelines 1.5 Anticipate and negotiate resources required 1.6 Develop and document plan for assessment/investigation in the context of organisation requirements 1.7 Advise other workers about their role using established procedures and protocols
2. Gather information about the risk or actual harm	2.1 Make an informed judgement, based on review of initial information, about the scope, depth and sources of information required to inform determination 2.2 Source and gather information holistically based on an endorsed model of risk assessment 2.3 Consult with internal and external colleagues and source information about previous history, supports or interventions provided 2.4 Seek information from parents/caregivers regarding the alleged concerns and incorporate into the assessment of risk 2.5 Observe and review the child's development and behaviour 2.6 Identify and document information about the broader cultural, economic and social context that contribute to risk or protection 2.7 Organise and oversee specialist assessments according to individual case requirements
3. Analyse information	3.1 Critically analyse information in the context of the organisation's assessment model and the tools used 3.2 Confer and collaborate with colleagues about determinations of immediate and long term risks to the child 3.3 Recognise and respond to situations requiring specialised expertise and make referrals to other organisations following established procedures 3.4 Make a professional judgement about the assessed levels of risk, harm and wellbeing according to the model being used, organisation and legal requirements

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	3.5 Document the outcome of the assessment and decisions made, including substantiated rationale
4. Develop case strategies	4.1 Prepare recommendations for action consistent with the assessed risk/need and available resources 4.2 Confer and collaborate with colleagues to develop actions that best meet the needs of the individual child 4.3 Involve the child/young person and family in the decision-making processes according to case requirements, and provide information through the process 4.4 Develop case documentation according to organisation procedures, legal requirements and scope of own authority 4.5 Incorporate regular review mechanisms according to legislative and organisation requirements
5. Monitor and evaluate case strategies	5.1 Monitor actions taken according to agreed case requirements 5.2 Regularly assess and review developmental needs of child or young person, including health, education, social and emotional needs 5.3 Facilitate processes for engaging children/young people and families in problem solving 5.4 Provide opportunities, both formal and informal, for child/young person, to meet in private with case worker and talk about their situation 5.5 Provide information to parents/family or significant others about progress of child or young person 5.6 Use evaluation of individual cases to inform learning and future work planning

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT020 Manage complex child protection risk assessments and case strategies	CHCPROT701A Conduct complex child protection risk assessment	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPRT020 Manage complex child protection risk assessments and case strategies

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit in the workplace
- conducted child protection risk assessments for at least 5 different children, including:
    - engaging in a structured process of critical analysis according to the assessment model
    - determining the child's level of risk according to legislation, policies and procedures and the information gathered
    - documenting the outcome and articulating in writing comprehensive rationale for decision-making process using approved organisation tools
- conducted child protection risk assessments that individually or cumulatively involve the follow situations:
    - need for specialist assessments
    - drug and alcohol use/abuse
    - mental health concerns
    - physical health and ability considerations
    - intellectual disability
    - domestic and family violence
- developed, documented and monitored case strategies for at least 5 different children
- collaborated with both internal and external colleagues and specialist practitioners.

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:

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- legal and ethical considerations for child protection work, and how these are applied in organisations and individual practice:
    - challenges associated with potential tensions between own and organisation values
    - children in the workplace and child-focused practice, including issues for children in dealing with the legal system
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients, including legal services available to the client and notification protocols
    - specific legislative frameworks that apply to child protection risk assessment, including:
        - roles and responsibilities of key bodies within the child protection system including their powers, orders and processes
        - legal options available to children and families
        - child protection
        - witness legislation
        - bail conditions to protect children
        - role of the independent child lawyer in the Family Court jurisdictions
        - criminal injuries compensation
        - orders under domestic violence legislation
    - work role boundaries – responsibilities and limitations
    - work health and safety
- concept of risk in a child protection context
- situations requiring immediate intervention
- theoretical and practical frameworks for issues in child protection assessment, including:
    - abuse
        - types – psychological, physical, sexual, neglect, domestic violence

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        - indicators
        - impact on child and adolescent development
        - intergenerational abuse and how to respond
    - harm
        - definition
        - dynamics
        - indicators
        - factors that increase or reduce vulnerability, severity and probability
    - trauma – types and impacts
- family systems theory and its application to child protection work
- nature of collaboration in the child protection context
- factors that impact vulnerability, and how these are evaluated in the risk assessment process, including:
    - child's age and developmental stage, physical, social and emotional wellbeing
    - immediate/actual evidence of harm
    - availability of family/other protective support systems
    - isolation
    - previous history of harm and intervention needs
    - commitment to engage to reduce/eliminate risk of harm
    - ability and capacity to address the situation
    - admissions/disclosure information
- factors that affect family functioning and their impact on the risk assessment process, including:
    - drug and alcohol use/abuse
    - mental health concerns
    - physical health and ability
    - intellectual disability
    - domestic and family violence
- family dynamics in different cultures and the cultural issues that inform child protection work
- sources of information that inform risk assessment, and how to analyse these, including:
    - consulting with relevant people known to the child and their circumstances
    - notifier information
    - previous child protection history

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- specialist assessments, how and when they are used, including:
    - forensic
    - medical
    - criminal
    - psychosocial
    - developmental
- organisation standards, policies and procedures in relation to:
    - documentation processes and organisation information systems and tools to be used for complex risk assessment
    - information sharing and referral protocols
    - interagency practices
    - critical incident reporting
- options and requirements for action in response to differing assessment results
- roles and functions of support agencies and processes
- contemporary approaches to respectful and professional standards for case documentation.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including
    - case information
    - risk assessment tools
    - organisation policies and procedures
- modelling of industry operating conditions, including scenarios that involve complex interactions with others.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT021 Manage and monitor child protection orders

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to critically analyse complex information and work collaboratively with others to determine appropriate child protection orders and proceed with application for, and implementation of, those orders. It includes the ability to develop and articulate in writing a substantiated rationale for decisions made.

This unit applies to child protection workers who use advanced critical analysis, communication and evaluation skills to make professional judgements in relation to applications for child protection orders. Orders and processes will vary depending on the State or Territory of work.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Determine and recommend child protection orders	1.1 Critically analyse information and make substantiated and informed decision about whether a child is in need of protection based on assessment of presenting risk factors 1.2 Use professional collaboration to inform the decision making process 1.3 Inform the child (if age appropriate) and parents about the recommendation and process to apply for a child protection order 1.4 Communicate with child in age appropriate ways to determine their views and wishes in relation to court application 1.5 Recommend client application for most appropriate order based on legislative and assessment requirements 1.6 Prepare affidavits according to legal requirements and include children's views, according to individual case needs
2. Apply for orders	2.1 Develop application for order according to legal requirements 2.2 Clearly articulate and substantiate in writing the rationale, assessment plan and required provisions for orders 2.3 Clearly explain to parents and child (where age appropriate) the rationale for applying for the order and the effects of the order 2.4 Select and use the most appropriate medium to apply for orders to the magistrate 2.5 Provide a copy of the order to at least one parent 2.6 Develop accurate and complete documentation associated with orders according to organisation policy
3. Prepare for, and appear in court	3.1 Coordinate operational aspects of court processes according to organisation procedures 3.2 Assess case information and determine appropriate responses for court examinations 3.3 Represent the organisation in a professional manner in court and adhere to court standards of presentation and behaviour 3.4 Answer questions and present facts clearly, concisely, confidently and accurately
4. Implement and supervise orders	4.1 Complete documentation related to implementation of orders 4.2 Use effective communication skills to engage and build rapport with children and families

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	4.3 Collaborate with professional colleagues and families as part of review and decision-making processes 4.4 Articulate and document rationale for decisions made 4.5 Participate in development of forward plans with family using strengths-based approaches 4.7 Provide visitation support to child, family and carer according to case plan 4.8 Regularly review case plans, make judgements about progress and make adjustments accordingly 4.9 Use evaluation of individual cases to inform learning and future work planning

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT021 Manage and monitor child protection orders	CHCPROT702A Apply for and implement child protection orders	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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		Significant change to knowledge evidence.	

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Assessment Requirements for CHCPRT021 Manage and monitor child protection orders

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit in the workplace
- applied for and implemented child protection orders for at least 5 different children, including:
    - recommending court orders based on a critical analysis of information and assessment that includes the child views and wishes
    - documenting the application according to legal requirements
    - articulating substantiated rationale for judgements and decisions
- coordinated court processes, including the following:
    - setting date and time for court mention
    - lodging and serving court paperwork
    - completing affidavit of service
    - completing court paperwork in accordance with legislation and court timeframes
    - providing affidavit material that contains evidence and clear rationale for why the child is in need of protection
- communicated effectively with both adults and children at all stages of the process, using strengths-based approaches and the following skills:
    - listening and understanding
    - speaking clearly and directly
    - negotiating responsively
    - persuading effectively
    - being appropriately assertive

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    - empathising
    - using age appropriate language
    - using neutral language
- represented the organisation in court on at least 2 occasions
- collaborated with both internal and external colleagues and specialist practitioners.

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 for child protection order process, and how these are applied in organisations and individual practice:
    - children in the workplace and child focused practice, including issues for children in dealing with the legal system
    - codes of conduct
    - discrimination
    - duty of care
    - human rights
    - mandatory reporting
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislative frameworks that apply to application for orders, including:
        - roles and responsibilities of key bodies within the child protection system including their powers, orders and processes
        - legal options available to children and families
        - child protection
        - witness legislation
        - bail conditions to protect children
        - role of the independent child lawyer in the Family Court jurisdictions
        - criminal injuries compensation
        - orders under domestic violence legislation
    - work role boundaries – responsibilities and limitations

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    - work health and safety
- factors and complexities that contribute to decision making about child protection
- types of orders that apply in different situations and rationale for their use
- the role of collaboration in child protection work, its importance, and the implications of lack of collaboration
- methods of critical analysis, and how these are applied in the context of making decisions about child protection orders
- court and legal processes, including the requirement for:
    - setting date and time for court mention
    - lodging and serving court paperwork
    - completing affidavit of service
    - completing court paperwork in accordance with legislation and court timeframes
    - requirements for affidavit material to contain evidence and clear assessment of why the child is in need of protection
    - examination, cross-examination, re-examination
- techniques for developing a clear and substantiated rationale for decisions made in written materials
- context for, and features of forward plans, including re-unification, permanency planning:
    - when they are appropriate/not appropriate
    - challenges for and how to respond
    - how they can be formulated and progressed
    - legal processes required.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - client information
    - legal procedures
    - risk assessment tools
    - organisation policies and procedures
- modelling of industry operating conditions, including scenarios that involve complex interactions with others.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT022 Develop, implement and monitor safety strategies in child protection work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to establish, analyse and respond to risks to workers in child protection work through the development, implementation and monitoring of safety strategies.

This unit applies to child protection workers who use advanced critical analysis, communication and evaluation skills to make professional judgements.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish risk or threats to team safety	1.1 Source and analyse information on current and potential work requirements in terms of risk profile and existing procedures 1.2 Consider internal and external factors that impact on risks for workers 1.3 Liaise with team to identify the likelihood and effects of potential and actual risks associated with child protection work in different contexts 1.4 Document and report identified risks according to organisation policy and procedures
2. Analyse risks	2.1 Use the expertise, experience and knowledge of team members to collaboratively analyse risks 2.2 Assess the likelihood of risks occurring based on critical analysis of case information and other internal and external factors 2.3 Determine the scope and nature of impact or consequences if risks occur in order to inform strategy development and its priority
3. Develop strategies to manage risks	3.1 Determine collaboratively actions required to address identified risks and develop documented action plans with clear allocation of responsibilities 3.2 Access and use best practice evidence in strategy development 3.3 Integrate established workplace health and safety procedures and risk management frameworks for critical incidents in child protection risk planning 3.4 Discuss and agree on strategies that support and promote the resilience of team members 3.5 Include ongoing collaboration, health and safety meetings and use of supervisory framework 3.6 Plan and document contingency responses in relation to unexpected risks
4. Implement and monitor strategies	4.1 Implement agreed strategies according to organisation procedures 4.2 Gather and assess proactively information from ongoing collaboration with team and address the need for changed approaches 4.3 Recognise issues or concerns and assess the need for referral to internal or external support networks 4.4 Address complaints or breaches of legal or ethical requirements according to organisation policy

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	4.5 Use critical incident debriefing processes and reflective learning to inform change to policy and procedures within scope of own 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT022 Develop, implement and monitor safety strategies in child protection work	CHCPROT703B Facilitate incident prevention strategies in child protection work	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for CHCPRT022 Develop, implement and monitor safety strategies in child protection work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit in the workplace
- collaboratively analysed risks with a team across at least 10 different case situations
- developed strategies to address common work health and safety (WHS) issues for child protection workers, including:
    - vicarious trauma
    - compassion fatigue
    - stress
- developed strategies that include documented approaches to all of the following work contexts:
    - home visits
    - after hours work
    - child risk assessments
    - engagement with high risk clients
    - supervised contacts
    - critical incident occurrences
    - debriefing requirements
- addressed a diverse range of challenges associated with risk to workers in a child protection context according to organisation procedures, including all of the following:
    - breaches of legal and ethical requirements
    - complaints
    - critical incidents.

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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 for safety planning in child protection work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - duty of care
    - records management
    - rights and responsibilities of workers, employers and clients
    - work role boundaries – responsibilities and limitations
    - WHS, including:
        - procedures when working away from the immediate workplace
        - WHS requirements and responsibilities
- processes for risk management in child protection, including:
    - critical analysis processes and other methods for analysing risk
    - responding to complexity
    - use of organisation supervisory framework
    - links between risk management and work health and safety
- theoretical frameworks and best practice evidence that support risk management planning
- types of risks that apply to workers in the child protection context, the likelihood of those risks and the effects of the following:
    - vicarious trauma
    - fatigue/burn-out
    - stress
- strategies that support team member resilience and minimise risks, including:
    - employee assistance programs
    - team activities, both formal and informal
    - supervision
- documentation and organisation information systems and tools to be used for safety assessment in child protection teams
- critical incident reporting procedures.

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Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - case information
    - organisation policies and procedures
- modelling of industry operating conditions, including scenarios that involve complex interactions with others.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT023 Plan, implement and monitor provision of out of home care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to develop, implement, monitor and evaluate placement plans for out of home care. It includes the ability to contribute to broader strategic evaluations of out of home care services.

This unit applies to workers who use advanced critical analysis, communication and evaluation skills as part of their responsibility in the case management of children and young people living in out of home care. Plans may be referred to as placement, care or case plans.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Develop plans	1.1 Base planning on a critical analysis of the documented outcomes of assessment 1.2 Integrate current best practice principles and evidence based research about out of home care into planning processes 1.3 Take into account the immediate, medium and long term needs of the child or young person and their family and carer in planning and selecting placement 1.4 Include requirements of court orders in plans 1.5 Clearly communicate plan to child or young person, carers, family members, and relevant bodies 1.6 Document plans and store in accordance with legislative and organisation standards and procedures 1.7 Incorporate regular review mechanisms according to legislative and organisation requirements
2. Implement plans	2.1 Brief child or young person's family and the new carers and prepare for the placement 2.2 Ensure the child or young person is aware of why they are in care and their rights 2.3 Maintain record-keeping systems for placement according to organisation and legislative requirements 2.4 Organise resource allocation to support the placement according to organisation procedures 2.5 Monitor, address and support immediate and longer term developmental needs of the child or young person throughout the placement 2.6 Support carers in their provision of day-to-day care to meet the changing and developing needs of the child or young person 2.7 Implement contact with family and significant others, including siblings and community, according to the plan 2.8 Identify situations of alleged abuse or other critical situations and take immediate action according to legislative and organisation requirements and interagency protocols
3. Monitor and review plans	3.1 Regularly assess and review developmental needs of child or young person, including health, education, social and emotional needs 3.2 Assess and review the needs of carers and work collaboratively to provide required supports

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	3.3 Provide formal and informal opportunities for child/young person, to meet in private with case worker and talk about their placement 3.4 Make judgements about the success or otherwise of the placement based on analysis of information and respond to the need for adjustment or change according to organisation protocols 3.5 Provide information to parents, family or significant others about progress of child or young person
4. Contribute to strategic evaluations of out of home care	4.1 Reflect on and use learning from individual cases to inform contributions to strategic evaluations 4.2 Collaborate with colleagues to share ideas and perspectives 4.3 Review and challenge own and organisation's practice for better ways of doing things 4.4 Use current and emerging research to inform evaluation

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT023 Plan, implement and monitor provision of out of home care	CHCPROT603B Plan and manage provision of out of home care	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for CHCPRT023 Plan, implement and monitor provision of out of home care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- performed the activities outlined in the performance criteria of this unit in the workplace
- developed, implemented and monitored at least 3 plans according to current best practice principles, and in consultation with children or young people, family, carers and other service providers
- participated in a structured process of strategic evaluation of the organisation's out of home care services.

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 for out of home care, and how these are applied in organisations and individual practice:
    - challenges associated with potential tensions between own and organisational values
    - children in the workplace and child-focused practice
    - codes of conduct
    - discrimination
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - policy frameworks, including National Standards for Out-of-Home Care
    - records management

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    - rights and responsibilities of workers, employers and clients, including legal services available to the client and notification protocols
    - specific legislative frameworks that apply to out of home care
    - work role boundaries – responsibilities and limitations
    - work health and safety
- current and emerging research on out of home care
- different pathways and types of plans for children, and their application in different situations, including:
    - restoration/reunification
    - open adoption
    - guardianship
    - kinship care
    - short/long term
    - age specific approaches
- principles and practices underpinning out of home care, including:
    - safety, welfare and well-being of child/young person as paramount
    - current national standards
    - permanency planning
    - restoration and reunification
    - Aboriginal and Torres Strait Islander Child Placement Principles
    - consideration of culture, cultural identity, disability, language, religion and sexuality of the child or young person
    - involvement of the child/young person
    - role of birth parents, family and significant others
- family and social dynamics which may impact on care placements
- child and adolescent development, including:
    - stages of child development, including physical, emotional, cognitive, psychological and social development
    - life story work
    - attachment theory
    - grief and loss
    - identity issues and the importance of birth family
- strategies for communicating with children, young people and their families
- risk assessment, comprehensive psychosocial assessment and family assessment, including the indicators, types and dynamics of harm

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- types of supports provided to carers and in what circumstances.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - case information
    - organisation policies and procedures
- modelling of industry operating conditions, including scenarios that involve complex interactions with others.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPRT024 Promote positive development of children and young people in out of home care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

Application

This unit describes the skills and knowledge required to provide and advocate for the development and special needs of children and young people in out of home care, including the need to promote development of a positive identity and active participation in decision-making. It includes the ability to work with families involved with the child.

This unit applies to child protection workers operating within established policies and procedures.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes.	*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Work collaboratively	1.1 Review information about the child or young person and identify all the people who are and should be involved to support the child or young person 1.2 Establish collaborative ways of working with those people according to scope of own role and organisation policies 1.3 Make collaboration an integral part of work with children and young people in out of home care 1.4 Use and model effective communication skills to engage in challenging conversations with and about the child or young person 1.5 Document information in a timely way and support information sharing between colleagues
2. Promote development of children and young people	2.1 Provide support for social, emotional, psychological and cognitive aspects of development 2.2 Identify the importance of individual attention for each child or young person, which is responsive to their needs and development 2.3 Provide emotional warmth, care and appropriate affection to children and young people 2.4 Implement strategies to support children and young people's life skills development while in care 2.5 Promote the education achievements of children and young people in out of home care
3. Support children and young people to explore and develop identity	3.1 Implement strategies to encourage children and young people to take pride in their own cultural identity, gender and abilities 3.2 Implement strategies for children and young people to participate in and learn about their cultural, religious and language heritage 3.3 Support the importance of sharing and safely storing memorabilia during placement 3.4 Provide opportunities for children and young people to explore their individual strengths, interests and abilities

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4. Create opportunities for children and young people to express, feelings, needs and ideas	4.1 Listen attentively to children and young people to encourage them to express their needs and feelings 4.2 Recognise the different needs of children at different stages of development 4.3 Recognise and respond to the expressions of separation anxiety for children and young people in out of home care 4.4 Support children and young people to be actively involved in decision-making that affects them
5. Advocate for children and young people in out of home care	5.1 Support the child and young person to access identified specialist services according to individual needs 5.2 Advocate for specialist needs of children in out of home care and ensure their needs are conveyed to relevant personnel

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT024 Promote positive development of children and young people in out of home care	CHCFOS402A Promote positive development of children and young people in out of home care	This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for CHCPRT024 Promote positive development of children and young people in out of home care

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 3.0.

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:

- worked collaboratively with at least 3 children or young people in out of home care to support their individual needs development
- communicated effectively with children and young people and others involved with the child or young person using and modelling the following skills:
    - actively listening and questioning
    - speaking clearly and directly
    - rapport building
    - negotiating responsively
    - being appropriately assertive
    - empathising
    - using neutral language
    - using age-appropriate language.

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 out of home care, and how these are applied in organisations and in different types of out of home care situations:
    - child-focused practice
    - discrimination
    - duty of care
    - mandatory reporting

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    - policy frameworks, including National Standards for Out-of-Home Care
    - privacy, confidentiality and disclosure including limitations
    - records management and reporting
    - specific legislation that apply to out of home care
    - work role boundaries – responsibilities and limitations
    - work health and safety, including stress management
- roles of people and organisations involved in out of home care
- carer roles and responsibilities to self and others
- principles and practices of collaboration
- principles of diversity and inclusivity and their application in out of home care
- impacts of care on children and young people's cultural, religious, and spiritual identity
- role and importance of education and life skills development as tools for social inclusiveness and success
- key principles of attachment theory and separation anxiety
- child developmental stages and domains at an overview level
- communication techniques and their appropriateness in different situations, including:
    - active listening and questioning
    - speaking clearly and directly
    - rapport building
    - negotiating responsively
    - being appropriately assertive
    - empathising
    - using neutral language
    - using age-appropriate language
- processes and types of advocacy supports for children and young people in out of home care.

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:
    - case information
    - organisation policies and procedures

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- modelling of industry operating conditions, including scenarios that involve collaboration and problem- solving with others, including children.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPWK001 Apply peer work practices in the mental health sector

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required for working with the mental health peer workforce in a range of settings where peer work occurs.

This unit applies to peer support work with individuals affected by mental illness in a range of mental health services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify the context of mental health peer work	1.1 Access, review and use contemporary and emergent literature on mental health peer work and practices 1.2 Apply awareness of the historical context of peer work 1.3 Consider changing social, political, cultural and economic context in all peer work 1.4 Define peer work role and structures in a range of mental health services 1.5 Identify a range of mental health consumer and carer networks relevant to peer work 1.6 Apply knowledge of the consumer and carer movements
2. Apply the values and central philosophies of mental health peer work	2.1 Identify own values and how these may influence/impact peer work 2.2 Identify the organisation's peer work philosophies and how this impacts on own approach to peer work 2.3 Apply access and equity principles in peer work 2.4 Communicate with consumers and others in ways that support the values and philosophies of peer work 2.5 Maintain confidentiality of information and explain limits of confidentiality to others
3. Identify and use mental health service options	3.1 Access the range of support services provided by consumer peers and carer peers 3.2 Use information about mental health systems and the range of service options available to support the recovery process

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

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPWK001 Apply peer work practices in the mental health sector	CHCPW401A Apply peer work practices in the mental health sector	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCPWK001 Apply peer work practices in the mental health sector

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked according to the values, ethics and philosophies of mental health peer work using available support services in at least 3 different situations:
- communicated appropriately:
    - used inclusive and person first language
    - used consumer's or carer's preferred language and terminology and their personal meaning and interpretations
    - maintained confidentiality
- communicated with:
    - clinicians
    - consumers
    - carers
    - other service providers

Knowledge Evidence

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

- historical, social, political and economic contexts of mental health services and mental health consumer and carer movements, including impacts of mental health systems on consumers and carers
- philosophical, ethical and values based approaches to peer work
- international and national trends and developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices

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- impacts and different types of stigma for consumers and carers including:
    - self-stigma
    - individual stigma
    - community stigma
    - prejudice and discrimination on the recovery journey
- social justice issues, principles and approaches, including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- different understandings of mental illness and distress/issues
- principles and practices of duty of care as these apply to peer work
- legislation, standards and policies, that relate to mental health services and peer work
- language, meaning and terminology in relation to mental health and peer work, including dignity of risk and first person language

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.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to gather information and contribute to the continuous improvement of services for consumers and carers.

This unit applies to peer work with individuals affected by a mental illness in a range of work contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Identify areas for service improvement	1.1 Gather and review information from consumers and/or carers about their satisfaction with, and access to, existing services 1.2 Gather and review feedback from consumers and carers on the effectiveness of services provided and areas for improvement 1.3 Consult with stakeholders to identify available service options, service gaps and any access issues 1.4 Consult with stakeholders to identify culturally appropriate systems and services 1.5 Maintain data collection according to organisation policy and procedures
2. Contribute to service improvements	2.1 Collect and provide consumer and carer feedback about service provision to facilitate improvement to services 2.2 Compile and provide relevant information about possible improvements to services 2.3 Promote the development of linkages and coordination between service providers 2.4 Participate in the development of new systems and processes that promote continuity of care 2.5 Promote service delivery that is visible, accessible and culturally relevant 2.6 Respond appropriately to indications of neglect or abuse in service delivery
3. Participate in activities that support the development of the peer workforce	3.1 Maintain knowledge of research on current trends and resources as they relate to the peer workforce 3.2 Engage in professional development activities to improve own practice 3.3 Establish communication and information sharing processes between service providers 3.4 Establish and maintain connections with consumer and carer networks and/or organisations 3.5 Promote effective systems to support the ongoing development of a peer work force
4. Contribute to service review and evaluation	4.1 Support consumer and carer initiatives 4.2 Identify methods of evaluation and research that are consumer and carer friendly

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	4.3 Undertake self-reflection and self-evaluation to assess own practice against identified agency objectives or code of ethics, using a range of valid evidence

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers	CHCPW402A Contribute to the continuous improvement of mental health services for consumers and carers	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- identified and contributed to the improvement of at least 1 mental health service through communication and consultation with both carers and consumers:
    - used the following skills and strategies to establish relationships and gather information:
        - verbal communication
        - non verbal communication
        - interviewing
        - collaborative work practice
        - meeting facilitation
        - group facilitation
        - culturally appropriate language
        - networking and professional development
- used research, analysis and evaluation skills

Knowledge Evidence

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

- consultation process for maximising consumer and carer participation in all aspects of service review, evaluation and improvements
- research methods, information gathering and information processing methods as related to capacity and requirements of job role
- systems that promote:

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    - culturally appropriate services
    - continuity of care
    - high visibility and access
- consumer and carer networks as relevant to job role
- current trends and approaches to continuous improvement processes and models
- methods for disseminating feedback in formal and informal contexts

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPWK003 Apply lived experience in mental health peer work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required by consumers and carers in the mental health peer workforce to use and apply their lived experience in a purposeful way.

This unit applies to consumers/carers, who as a condition of employment, must themselves have lived experience of mental illness and are working with consumers/carers who are affected by mental illness.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Clarify organisation context for using lived experience	1.1 Confirm organisation's expectations of the use of lived experience in the course of peer work

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	1.2 Apply organisation policy and guidelines in relation to using lived experience in peer work, especially in relation to safe disclosure and public disclosure 1.3 Determine the extent and the types of stories to be shared from own lived experience
2. Determine boundaries of sharing lived experience and prepare aspects of consumer/carer's story	2.1 Establish appropriate personal boundaries and guidelines 2.2 Apply varied levels of sharing in relation to lived experience 2.3 Evaluate and select options in framing stories for different purposes 2.4 Consider privacy in developing parameters of stories to be told or written 2.5 Obtain clear and consent from others before including them in any story 2.6 Review impact of sharing lived experience and make determination to proceed or vary level of disclosure 2.7 Seek input from experienced peers about ways to effectively use lived experience in peer work
3. Use lived experience to establish role in peer work	3.1 Ensure sharing is positive, purposeful and within the philosophical framework of peer ethics, values, role definition and organisation requirements 3.2 Recognise and address the potential impacts and implications of sharing aspects of own personal story on consumers, carers, other staff and upon the organisation 3.3 Recognise sharing of own personal story is one component of job role
4. Maintain a safe working relationship in relation to lived experience in peer work	4.1 Engage in debriefing and peer supervision according to identified needs

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	4.2 Recognise and take action to attend to own vulnerabilities associated with use of lived experience in peer work 4.3 Recognise and take action to attend to own vulnerabilities associated with vicarious trauma
5. Utilise responsible self-care strategies	5.1 Apply strategies to address personal physical and emotional needs 5.2 Maintain a positive work life balance and personal wellness plan 5.3 Negotiate reasonable adjustments in the workplace to meet own self-care requirements

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPWK003 Apply lived experience in mental health peer work	CHCPW403A Apply lived experience in mental health peer work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment, including volume and frequency. Minimum work hours added.	

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Assessment Requirements for CHCPWK003 Apply lived experience in mental health peer work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of 80 hours of work according to the values, ethics and philosophies of mental health peer work, articulating and extrapolating lived experience in at least 3 different contexts:
    - used techniques to establish rapport, build shared understanding and provide hope
    - provided objective information and opportunity for consumer/carer exploration of opportunities, rights, and options in recovery planning

Knowledge Evidence

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

- importance of self awareness in mental health peer work
- intention of purposeful sharing and positive use of lived experience in mental health peer work
- historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey

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- social justice issues, principles and approaches, including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- impacts of trauma and the role of the peer workforce in trauma informed care
- impacts of mental health systems on consumers and carers
- different understandings of mental illness and distress/issues
- principles and practices of duty of care as these apply to peer work
- self-care strategies and processes, reflection in peer work

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.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPWK004 Work effectively in consumer mental health peer work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish consumer peer relationships and work collaboratively with consumers and others to provide services.

This unit applies to mental health peer work.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Establish and maintain effective consumer peer work relationships	1.1 Use lived experience of mental health to maintain a safe and positive working relationship

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	1.2 Clarify role expectations and define appropriate relationship guidelines 1.3 Use peer work communication strategies to build a working relationship based on shared understanding
2. Explore consumer preferences, values, meanings, needs and goals	2.1 Use a strengths based approach to discuss with the consumer their abilities to address their own needs and aspirations in recovery 2.2 Discuss with consumer their sense of identity and choices for personal wellness, development of self-efficacy and discovering meaning and purpose in life 2.3 Confirm consumer preferences, values, meanings, needs and goals
3. Facilitate access to resources and information	3.1 Provide information about opportunities and strategies for consumers to achieve their identified aspirations and discuss and support preferred action 3.2 Provide a range of appropriate information and education that enables consumers to make informed choices about their right to participate in all aspects of service 3.3 Maintain accurate information and resources and review regularly for currency and relevance
4. Provide consumer peer services	4.1 Use strategies to ensure all interactions with consumers reflect peer ethics 4.2 Work in collaboration with consumer and relevant others according to job role requirements 4.3 Facilitate and support consumer networks and social connections 4.4 Respond promptly and supportively to consumers in distress or crisis, taking into account duty of care, job role and organisation policies and procedures 4.5 Complete documentation, records of service and reports as this applies to peer work and job role requirements 4.6 Follow organisation’s policy and procedures particularly in relation to code of conduct, ethics, duty of care, record keeping, confidentiality and privacy, as this applies to consumer peer work

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	4.7 Maintain confidentiality of information and explained limits of confidentiality to others
5. Work within a peer work framework	5.1 Maintain and uphold a peer perspective and identity informed by knowledge of consumer perspectives 5.2 Consult regularly with consumers to remain informed and ensure authentic representation of consumer perspectives 5.3 Identify and minimise role strain, role conflict and role confusion issues in a timely way 5.4 Maintain boundaries appropriate to the delivery of peer delivered services 5.5 Utilise consumer developed resources and literature for access to service users and staff 5.6 Undertake development activities about working from a lived experience perspective
6. Work collaboratively with other staff	6.1 Recognise limits of own knowledge, abilities and work role and make appropriate referral in accordance with organisation's policy and procedures 6.2 Reflect on own attitudes, behaviours and practice and how this affects other people 6.3 Work collaboratively with other service staff and mental health workers to support holistic and seamless services 6.4 Contribute to policy development about peer issues 6.5 Promote the service and peer work to other workers

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPWK004 Work effectively in consumer mental health peer work	CHCPW406A Work effectively in consumer mental health peer work	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCPWK004 Work effectively in consumer mental health peer work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked according to the values, ethics and philosophies of consumer mental health peer work with at least 3 different people with mental illness:
    - used the following peer work communication strategies with the consumer:
        - consumer's preferred language, concepts and meanings/interpretations
        - inclusive and person first language
        - strategic questioning
        - collaborative approach to support self-determination
    - worked collaboratively with others in the provision of consumer peer services:
        - consumer networks
        - other consumer workers
        - services and agencies

Knowledge Evidence

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

- importance of self awareness in mental health peer work
- contemporary frameworks and influences underpinning mental health peer work including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing
- self-management of own mental illness
- overview of key historical, social, political and economic contexts of mental health services and mental health consumer and carer movements

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- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- social justice principles
- working from a rights based framework
- rights and responsibilities of consumer and carer peer workers
- impacts of trauma, grief and loss
- different mental illness and distress
- principles and practices of duty of care as these apply to peer work and job role
- relevant policies, standards and legislations that relate to peer work
- community development and peer work
- types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervisio

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.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPWK005 Work effectively with carers as a mental health peer worker

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to establish carer peer relationships and work collaboratively with consumers and others to provide services.

This unit applies to mental health peer work in the mental health sector.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Establish and maintain effective relationships with mental health carers	1.1 Use lived experience to establish and maintain a safe and positive working relationship with other carers 1.2 Clarify role of carer peer worker at initial engagement to clarify role expectations and define appropriate relationship guidelines 1.3 Build effective communication strategies to clarify meaning and build a working relationship based on shared understanding 1.4 Discuss with the carer their needs and goals, identify supports and using a strengths based approach address these needs 1.5 Collaborate with the carer to establish a carer support plan
2. Facilitate access to resources and information	2.1 Provide information about opportunities and strategies for carers to achieve their preferred support 2.2 Provide information, resources and education on a range of matters relating to carer, family and natural supports 2.3 Maintain accurate information and regularly review for currency and relevance 2.4 Compile carer developed resources and literature for access by service users and staff
3. Provide support and services	3.1 Use strategies to ensure all interactions with carers uphold the principles and practices of peer work 3.2 Collaborate with carers and relevant others to ensure that individual and cultural needs are addressed 3.3 Collaborate with carers to ensure appropriate levels and opportunities for carer consultation 3.4 Facilitate and support carer networks and represent carer perspectives 3.5 Respond promptly and supportively to carers in distress or crisis, in accordance with duty of care and organisation policies and procedures 3.6 Complete documentation, records of service and reports as this applies to carer peer work

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	3.7 Follow organisation's policy and procedures, particularly in relation to code of conduct, ethics, duty of care, record keeping, confidentiality and privacy, as this applies to carer peer work 3.8 Identify and minimise role strain, role conflict and role confusion issues in a timely way 3.9 Maintain boundaries appropriate to the delivery of peer delivered services
4. Work collaboratively with other staff	4.1 Discuss limits of own knowledge, abilities and work role and make appropriate referrals in accordance with organisation's policy and procedures 4.2 Work collaboratively with other service staff and mental health workers to support holistic and seamless services 4.3 Contribute to policy development about peer issues 4.4 Promote the service and peer work to other workers

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPWK005 Work effectively with carers as a mental health peer worker	CHCPW408A Work effectively in carer mental health peer work	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

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		Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	

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Assessment Requirements for CHCPWK005 Work effectively with carers as a mental health peer worker

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- worked within carer peer boundaries according to the values, ethics and philosophies of carer mental health peer work with at least 3 different carers:
    - used the following peer work communication strategies with carers:
        - strengths based strategies
        - establishing carer focused and carer friendly partnerships
        - carer's preferred language, concepts and meanings/interpretations
        - inclusive and person first language
        - strategic questioning
        - collaborative approach to support self-determination
    - worked collaboratively with others in the provision of carer peer services:
        - carer networks
        - other workers
        - services and agencies

Knowledge Evidence

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

- importance of self-awareness in mental health peer work
- contemporary frameworks and influences underpinning mental health peer work, including recovery, trauma informed care, person centred, rights based, self-determination, holistic physical health and wellbeing

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- historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers, including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- impacts of caring on individuals and family relationships
- issues that impact on the physical and emotional health and well being of the carer
- barriers to self care for carers
- social justice issues and approaches
- impacts of trauma and trauma informed care
- different mental illness and distress
- principles and practices of duty of care as these apply to peer work
- relevant policies, standards and legislations that relate to peer work
- carer participation and leadership approaches
- services that exist to assist people to meet their needs
- community development and peer work
- types of work methods and practices which can improve on personal performance such as time management, information management

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.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCPWK006 Promote and conduct mental health peer work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to promote peer work and conduct peer worker planning, recruitment and support.

This unit applies to managers and team leaders who are responsible for the recruitment, planning, and ongoing management of consumer workers and carer workers in the mental health peer workforce.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Undertake peer worker planning and recruitment	1.1 Identify and assess mental health peer participation requirements in collaboration with consumer and carer leaders

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	1.2 Plan processes and recruitment strategies that align with national policy and recommendations of the consumers and carers in service delivery 1.3 Develop job specifications and position responsibilities in collaboration with consumer and carer leaders 1.4 Determine and address reasonable adjustment needs in all aspects of recruitment and employment 1.5 Recruit peer workers using timely and appropriate processes and providing all relevant documentation required by the organisation 1.6 Provide relevant induction, orientation and training plans for new peer workers 1.7 Establish a work plan in consultation with the peer worker 1.8 Promote positive inclusion of peer workers within the organisation
2. Support peer work	2.1 Create work practices that optimise the intended objectives, values and ethics of mental health peer work 2.2 Define, agree and communicate peer worker roles, responsibilities 2.3 Develop work practices that are equitable for peer workers, including the same access to resources and work related facilities and opportunities as other workers 2.4 Provide peer workers with appropriate access to supervision, mentoring and debriefing by experienced peer workers and other people best able to satisfy their agreed work and development needs 2.5 Provide opportunities for peer workers to operate in leadership and management roles according to their skills 2.6 Ensure that peer workers are supported and have access to peer mentoring and peer networking opportunities on an ongoing basis 2.7 Put in place mechanisms to continually evaluate support strategies and ongoing skills development available to peer worker 2.8 Ensure peer work plans and organisation policy are consistent with peer worker frameworks and principles 2.9 Identify and address risks and evidence of role strain, role conflict and role confusion in relation to peer worker role 2.10 Recognise performance achievement and encourage self-assessment and reflective practice

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3. Promote and support the inclusion of peer workers in the workplace	3.1 Promote the value of peer work to all staff 3.2 Identify and manage service culture issues and procedures that are barriers to effective peer work 3.3 Consult with peer leaders in the development and delivery of staff training 3.4 Provide support and training about peer work to staff in-order to clarify role delineation and minimise the risk of role strain, role conflict and role confusion 3.5 Encourage all staff to attend consumer and carer events
4. Promote and champion peer work	4.1 Develop, document, manage and review policies and procedures to support the delivery and promotion of peer work within the organisation 4.2 Advocate with peer workers within the organisation and sector 4.3 Ensure peer worker participation in all relevant planning, implementation, education and evaluation activities, both within the organisation and sector 4.4 Ensure information about peer work programs appear in organisation brochures, promotional materials and annual reports 4.5 Seek or allocate funding for peer worker driven resource and program development and other initiatives 4.6 Maintain current knowledge of peer work developments and innovations

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCPWK006 Promote and conduct mental health peer work	CHCPW601A Establish and maintain mental health peer work	This version was released in CHC Community Services Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for CHCPWK006 Promote and conduct mental health peer work

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- planned, recruited, supported and retained mental health peer workers in a manner consistent with the ethics, duty of care, job readiness, principles and practices of mental health peer work for at least 1 workplace, demonstrating use of the following skills and processes:
    - risk management
    - contingency management
    - managing people
    - effective interpersonal and communication skills
    - team management
    - management of reasonable adjustments for workers
    - structured debriefings with peer workers, consumers and carers

Knowledge Evidence

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

- history of emergent mental health consumer and carer movements
- philosophical, ethical and values based approaches to mental health peer work
- the mental health peer workforce, and consumer and carer participation
- theoretical perspectives on approaches to mental health peer work
- innovative approaches to mental health peer work
- working from a rights based framework
- impacts of stigma, prejudice and discrimination on recovery journey

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- social justice issues and approaches
- organisation objectives, policies and procedures required to support a mental health peer workforce
- ethics and practice differences between mental health peer work, and mental health work
- human resource management theory, principles and practices as they relate to mental health peer work
- duty of care for the supervision of others in the workplace
- rights and responsibilities of mental health peer workers, and employers
- research on the value and challenges of peer work in mental health settings
- strategies for ongoing development, support and promotion of mental health peer workers in the organisation
- current consumer and carer developed literature, research and resources
- development of peer delivered mentoring and supervision
- barriers experienced by mental health peer workers, and strategies to address these barriers
- relevant legislation, policies and guidelines that impact on the mental health peer workforce and the organisation

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.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSAC001 Support children to participate in school age care

Modification History

Release	Comments
2	Added missing assessment conditions Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support and guide children's effective participation in school age care.

This unit applies to educators working in school age education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify the support needs of children in school age care	1.1 Evaluate specific support needs of the child and match to any existing experiences in the program 1.2 Use appropriate communication techniques to engage children and to identify specific needs 1.3 Consult with supervisor or other staff about particular needs of children including cultural needs, abilities, and developmental and behavioural needs 1.4 Clarify individual children's support and guidance needs with the child, family, supervisor and other staff prior to working with child 1.5 Recognise and support sibling relationships where appropriate
2. Implement appropriate support and guidance strategies	2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs 2.2 Follow appropriate procedures to minimise effects of aggressive or abusive behaviour in children 2.3 Use age-appropriate approaches and communication to enable children to express their need for support in a range of ways 2.4 Access support from supervisor as required to optimise the child's participation in school age care

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3. Determine effectiveness of individual support provided	3.1 Design and implement appropriate processes for the evaluation and review of individual child support needs 3.2 Ensure support provided reflects organisational procedures, industry standards and respect for the child as an individual 3.3 Regularly consult with supervisor, other staff and family to review effectiveness of support provided in school age care
4. Monitor and adjust support strategies to include review outcomes	4.1 Regularly review information and support provided to children to assess continuing relevance and effectiveness 4.2 Attend meetings with other staff as appropriate to identify and evaluate school age care service 4.3 Identify and discuss problems experienced in providing support to children and develop alternative strategies in collaboration with supervisor, other staff and family 4.4 Make adjustments and implement alternative support strategies as a result of the review process

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSAC001 Support children to participate in school age care	CHCOSHC401A Support children to participate in outside school hours care	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the	Not equivalent

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		New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCSAC001 Support children to participate in school age care

Modification History

Release	Comments
2	Added missing assessment conditions Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- planned and implemented at least three experiences focusing on different areas or opportunities for children, including:
    - using strategies to engage children to participate fully in out-of-school-hours program
    - identifying particular support needs of individuals and groups of children
    - reviewing individual child's needs and ensuring program reflects those needs
    - consulting with supervisor and family regarding effectiveness of support and development, and alternative support strategies

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    - reviewing program to determine effectiveness and adjusting support strategies where required
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- evaluative processes for school age care
- principles of inclusiveness
- safety and risk management strategies
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSAC002 Develop and implement play and leisure experiences in school age care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 and implement play and leisure experiences for children participating in school age care.

This unit applies to educators working in school age care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify play and leisure interests of children in school age care	1.1 Collect information about children in school age care through a variety of methods including asking the children 1.2 Observe and evaluate children's wellbeing, development and learning 1.3 Use information collected to address the needs of children in school age care 1.4 Identify and review a range of possible experiences and programs that are suitable to the school age care context 1.5 Select activity or program based on children's expressed needs, organisation requirements and resource availability 1.6 Ensure individual children's support and guidance needs are clarified by parents/carers, supervisor or other staff and child
2. Prepare play and leisure experiences	2.1 Plan experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met 2.2 Determine operational arrangements for experiences and assess feasibility within budgets and timeframes 2.3 Develop flexible implementation plans to suit a variety of contexts and to respond to contingencies 2.4 Include evaluation strategies in the program plan

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3. Implement school age care experience and/or program	3.1 Set up environments for leisure and play according to interests and needs of children 3.2 Adapt activities and programs to changing needs of the group and dynamics as required 3.3 Respond to and manage implementation problems promptly and where necessary seek support from the supervisor
4. Evaluate activities and programs in school age care	4.1 Define criteria to judge effectiveness of activity/program in consultation with relevant stakeholders 4.2 Use appropriate evaluation strategies during and after activities/programs for revision and development of future programs 4.3 Prepare feedback reports on activity/program outcomes as required

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSAC002 Develop and implement play and leisure experiences in school age care	CHCOSHC402B Develop and implement activities in outside school hours care	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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		Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	

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Assessment Requirements for CHCSAC002 Develop and implement play and leisure experiences in school age care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- planned, implemented and assessed at least two indoor and two outdoor learning experiences, including:
    - identifying particular support needs of at least one individual child and at least one group of children
    - developing implementation and evaluation plans and strategies
    - implementing play and leisure experiences according to plans and responding to issues promptly
    - evaluating the play and leisure experience for effectiveness and future development
    - preparing feedback on activity or program outcomes.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- good practice and industry standards for working with children in outside of school hours care
- budgetary and timeframe requirements for developing and implementing activities/programs in school age care
- development factors relevant to the age group and appropriateness of the activity/program
- evaluative processes for school age care programs
- legislation and industry standards as they relate to activities delivered in the school age care context
- organisational policies, procedures and guidelines.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSAC003 Work collaboratively and respectfully with children in school age care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to engage and interact with children in school age care services.

This unit applies to educators working in school age education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively with a range of children in the school age care context	1.1 Listen to children to gain an understanding of them as individuals in the environment 1.2 Use communication strategies that encourage relationship-building and are appropriate to the individual 1.3 Act upon information that the child provides about their needs 1.4 Use cross-cultural communication strategies to engage with children from diverse backgrounds 1.5 Use varied communication techniques to ensure the inclusion of all children
2. Reflect an understanding of middle childhood	2.1 Consider the interests and needs of the child in all actions and decisions 2.2 Evaluate issues in relation to child's abilities and culture and adjust approaches accordingly 2.3 Select activities and resources to promote access, equity, diversity and inclusion of all children in the service 2.4 Establish guidelines relevant to middle childhood when required
3. Work within the framework of school age care	3.1 Apply industry standards and best-practice approaches to working with children in school age care

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	3.2 Ensure duty of care is applied to all job functions 3.3 Follow organisational policies and procedures as required 3.4 Establish professional relationships and boundaries with children in care and their families 3.5 Identify and report children at-risk as required by policy 3.6 Apply ethical decision-making in the educator 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSAC003 Work collaboratively and respectfully with children in school age care	CHCOSHC403B Work effectively with children in outside school hours care	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.	Not equivalent

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Assessment Requirements for CHCSAC003 Work collaboratively and respectfully with children in school age care

Modification History

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2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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 demonstrated evidence that the candidate has completed the following tasks:

- communicated and interacted effectively with at least three groups of children of different ages in an out of school hours care setting, including:
    - communicating appropriately with children and showing active listening skills
    - using communication strategies to encourage children to participate in activities and build relationships
    - considering individual needs and interests of children and inclusion tactics when planning activities
    - utilising engagement strategies for encouraging children to participate fully in school age care

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- consistently followed and applied industry standards, frameworks and organisational policies and procedures, including ethical practice
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- development factors relevant to the middle childhood age group and appropriateness of communication and interactions with children in school age education and care
- principles of inclusiveness, diversity, equity and access in the school age education and care environment
- strengths-based approaches to support children's participation in the school age education and care
- support strategies for ensuring participation of children
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework.

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

Link

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CHCSAC004 Support the holistic development of children in school age care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New unit developed to address child development requirements of educators working with school age children.

Application

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from 5 to 12 years of age.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support physical development	1.1 Use daily routines as opportunities to support children to acquire and practise skills 1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play 1.3 Support creation of opportunities to build the emerging physical skills of individual children 1.4 Assist children to take increasing responsibility for their own health and wellbeing
2. Support social development	2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding 2.2 Create opportunities for one-on-one interactions 2.3 Model care, empathy and respect for children, educators and families 2.4 Join in play and social experiences with other children 2.5 Assist and support children when they are having difficulty understanding or communicating with each other 2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals 2.7 Assist children to develop trusting relationships with educators and other adults 2.8 Encourage children to respect and regard each other's individual differences

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	2.9 Offer children play choices and respect children's choice to watch and observe
3. Support emotional development	3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding 3.2 Ensure children experience pride and confidence in their achievements 3.3 Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn 3.4 Encourage children to express and manage feelings appropriately 3.5 Support children's efforts, assisting and encouraging as appropriate 3.6 Motivate and encourage children to persevere with challenges 3.7 Share children's successes with families
4. Support cognitive development	4.1 Intentionally scaffold children's learning 4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development 4.3 Provide experiences that allow children to explore a range of concepts
5. Support communication development	5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages 5.2 Select, read and tell developmentally appropriate stories 5.3 Use puppets and other props to stimulate children's enjoyment of language and literature 5.4 Model and encourage two-way communication by asking questions and listening carefully 5.5 Encourage children to explore symbols, patterns and their relationships to each other

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	5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds 5.7 Create opportunities for group discussions and exchange of views between children 5.8 Ask and answer questions during the reading and discussion of books or other texts 5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes
6. Create an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges 6.2 Provide resources and materials that offer challenge, intrigue and surprise 6.3 Help to promote children's sense of belonging and connectedness 6.4 Engage children in sustained shared conversations to extend their thinking 6.5 Provide the opportunity for scaffolding learning and development 6.6 Assist children to see their mistakes as opportunities to learn and grow 6.7 Facilitate families' diverse contributions to the learning community 6.8 Share information with colleagues about child development and wellbeing

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSAC004 Support the holistic development of children in school age care	CHCFC301A Support the development of children	This new unit was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. New unit developed to address child development requirements of educators working with school age children.	Not equivalent

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Assessment Requirements for CHCSAC004 Support the holistic development of children in school age care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New unit developed to address child development requirements of educators working with school age children.

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 demonstrated evidence that the candidate has completed the following tasks:

- supported the development of children in at least three different situations/activities (including different age groups and abilities), including:
    - interacting with children to holistically support development and learning appropriate to the individual child's abilities and ages
    - providing a variety of experiences and environments to support the different areas of children's development (physical, creative, social, emotional, language and cognitive)
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- code of ethics
- United Nations Convention on the Rights of the Child
- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- introductory level child development for children, including:
    - early brain development
    - importance of the early years for subsequent educational success
    - foundational knowledge of developmental theory
- aspects of poor early childhood development, such as:
    - poor diet
    - lack of play
    - limited stimulation of brain development
    - lack of materials and resources
    - inconsistent or non-existent emotional support or comfort
    - trauma
    - other life experiences, which interrupt appropriate childhood activities, and their potential long-term harmful impacts
- biological and environmental influences on development
- symbol systems including letters, numbers, time, money and musical notation.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Modification History

Release	Comments
4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
3	Corrections to metadata and mapping. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This new unit was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New unit developed to address child development requirements of educators working with school age children.

Application

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from 5 to 12 years of age.

This unit applies to educators working in a range of education and care services.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Foster physical development	1.1 Evaluate and monitor children's physical skills and development 1.2 Plan and provide appropriate experiences and opportunities to foster each child's fine and gross motor and fundamental movement skills through play 1.3 Plan and provide experiences which challenge the physical skills and abilities of children and promote physical fitness
2. Foster social development	2.1 Evaluate and monitor children's social skills and development 2.2 Plan and provide opportunities for different forms of social interaction between children during play with respect for each child's interests, goals and development stage 2.3 Plan and provide opportunities for children to participate in meaningful ways in group discussions and shared decision-making 2.4 Structure experiences in a way that promotes cooperation and conflict resolution 2.5 Promote a sense of community within the service

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	2.6 Arrange the environment to encourage interactions between children, as well as accommodating a child's need for privacy, solitude or quiet 2.7 Provide opportunities for children to investigate ethical issues relevant to their lives and their communities
3. Foster emotional development	3.1 Evaluate and monitor children's emotional development 3.2 Plan and provide opportunities for children to experience individual strengths and successes during play 3.3 Plan and provide opportunities through play that challenge children's emerging skills and capabilities 3.4 Present opportunities for children to engage independently with tasks 3.5 Create opportunities for children to explore self-image and identity through play 3.6 Provide opportunities for children to release feelings and express emotions through suitable experiences
4. Foster cognitive development	4.1 Evaluate and monitor children's cognitive skills and development 4.2 Engineer and provide opportunities for children to participate in science, mathematics and technology experiences 4.3 Plan and provide opportunities through play for children to experience the consequences of their choices, actions and ideas 4.4 Create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning 4.5 Provide opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising 4.6 Facilitate opportunities through play for children to explore concept development 4.7 Provide opportunities for children to both construct and take apart, as a strategy for learning 4.8 Provide children with a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare

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5. Foster communication development	5.1 Evaluate and monitor children's language skills and development 5.2 Plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play 5.3 Provide opportunities for children to listen and respond to language 5.4 Value the child's linguistic heritage and encourage the use and acquisition of home languages 5.5 Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text 5.6 Provide a literacy-enriched environment including displaying home languages and Standard Australian English 5.7 Provide resources that encourage children to experiment with images and print
6. Foster an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges 6.2 Provide resources and materials that offer challenge, intrigue and surprise 6.3 Assist to promote children's sense of belonging and connectedness 6.4 Engage children in sustained shared conversations to extend their thinking 6.5 Provide the opportunity for scaffolding learning and development 6.6 Assist children to see their mistakes as opportunities to learn and grow 6.7 Facilitate families' diverse contributions to the learning community 6.8 Share information with colleagues about child development and wellbeing 6.9 Create learning environments where children are able to immerse themselves in self-directed play 6.10 Recognise spontaneous teachable moments as they occur and use them to build on children's learning 6.11 Provide a balance between child-initiated and educator-supported learning

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	6.12 Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning 6.13 Facilitate team collaboration of assessment and evaluation in relation to child development and wellbeing

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral Communication – in order to facilitate collaborative discussions with children, families and other educators. • Reading – in order to access and apply relevant pedagogical principles from an approved learning framework. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care	CHCFC512A Foster physical development in middle childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care	CHCFC513A Foster social development in middle childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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CHCSAC005 Foster the holistic development and wellbeing of the child in school age care	CHCFC514A Support emotional and psychological development in middle childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care	CHCFC515A Foster cognitive development in middle childhood	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Assessment Requirements for CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Modification History

Release	Comments
4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
3	Corrections to metadata and mapping. Equivalent outcome.
2	Corrections to metadata and mapping. Equivalent outcome.
1	This new unit was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. New unit developed to address child development requirements of educators working with school age children.

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 demonstrated evidence that the candidate has completed the following tasks:

- planned and provided opportunities for at least three children ranging between the ages of 5 to 12 years, including:
    - facilitating and supporting emotional and psychological development in children
    - encouraging self-help and independence of children

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    - planning opportunities to foster children's positive self-concept and self-esteem
    - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant aspects of theories of children's emotional and psychological development as they apply to the educator's role
- the links between social and physical development, and between psychological and cognitive development
- an in-depth level of a range of developmental theories for children between 5 and 12 years of age
- contextual factors which influence the children's emotional and psychological development
- factors which enhance the development of self-esteem and self-identity
- core principles of child development and associated developmental tasks
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSET001 Work with forced migrants

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 work with, and for, refugees within an ethical, social, political and economic context.

This unit applies to work within an agency, directly or indirectly, involved with the provision of services to forced migrants, people with *Refugee or special humanitarian visas*, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups.

Workers will have limited responsibilities and work within established guidelines to develop, monitor and provide support and services in a range of areas, including but not limited to, settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

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. Develop a professional rapport with people who are forced migrants	1.1 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 1.2 Identify how one's own ethnicity, religion, class and gender will affect interactions with clients and modify approach appropriately 1.3 Identify the communication needs of clients who are newly arrived, traumatised and confused and modify approach appropriately 1.4 Identify where an interpreter is needed and work to ensure that appropriate interpreter services are accessed
2. Plan settlement services	2.1 Identify current issues which may impact on own work or organisation 2.2 Collect, discuss and use the views of key stakeholders and representatives from relevant target groups when determining service requirements 2.3 Develop and maintain links with workers with complementary roles in the provision of settlement services 2.4 Evaluate issues in relation to a person's culture, family background and interest and modify plan appropriately 2.5 Identifying specific needs of individuals and determine learning program requirements 2.6 Document and agree plan with client and other relevant service providers or stakeholders

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3. Address issues associated with people who are forced migrants	3.1 Provide support to clients using a collaborative approach 3.2 Discuss and provide information regarding the range of services available in Australia and the importance of using these services 3.3 Take into account the culture, religion, gender and experiences of the person in all actions and decisions 3.4 Recognise trauma and refer to appropriate personnel or services 3.5 Support clients to deal with loss and grief 3.6 Support clients to deal with discrimination from both the mainstream community and from other ethnic groups 3.7 Support client to make appropriate links both within their own community and within the broader Australian community 3.8 Refer clients to other service providers as required
4. Monitor and review support	4.1 Obtain ongoing feedback from clients in relation to service and support 4.2 Evaluate progress in relation to service provision plan 4.3 Monitor stress and emotions of self and colleagues and implement strategies to maintain wellbeing 4.4 Identify opportunities for improved service provision and modify approach

Foundation Skills

The Foundation Skills describe those required skills employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCSET001 Work with forced migrants	CHCSW401A Work effectively with forced migrants	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSET001 Work with forced migrants

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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, delivered and monitored the delivery of a settlement plan for 3 groups of forced migrants

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, state/territory, local) relevant to settlement services and how these are applied in organisations and individual practice:
    - privacy, confidentiality and disclosure
    - mandatory reporting
    - conflict of interest and maintaining professional boundaries
    - discrimination
    - access and equity
- drivers and issues associated with migration and forced migration, including:
    - what migration is and what forms it takes
    - causes and impacts of forced migration

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    - knowledge of the international protection regime
    - Australia's response to forced migration
    - immigration processes, including how and why people selected to come to Australia
    - meaning of various visa subclasses
    - the profile of the current humanitarian program entrants, their experience and the impact of this on their settlement needs
- settlement process, practices and policies in Australia, including:
    - current and historical context of work in this sector
    - social, political and economic context in which the sector operates
    - what is settlement: current theories, phases and indicators
    - practical and emotional settlement needs of new migrants
    - services available to new migrants and how these services can be accessed
    - settlement plans and how they are developed
    - government service principles
- service delivery frameworks
- refugee experience and recognising effects of grief, loss, stress, torture and trauma
- post traumatic stress disorder
- the impact of migration on the family and the impact of change roles within the family
- the importance of identity, including recognising the significance of giving clients a chance to define themselves according to either their ethnicity or their current circumstances
- availability of resources and assistance within, and external to, the organisation, including relevant referral networks and how to access their services
- strategies for the worker to maintain their own well being and to support the well being of colleagues and clients
- international and Australian perspectives on gender, class, culture and religion

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.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSET002 Undertake bicultural work with forced migrants in Australia

Modification History

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

Application

This unit describes the skills and knowledge required of settlement workers from diverse cultural backgrounds to work with forced migrants within an Australian context.

This unit applies to work in an agency directly or indirectly involved with the provision of services to recently arrived migrants and refugees.

Workers will have limited responsibilities and work within established guidelines to provide support and services in a range of areas including but not limited to settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Work within the Australian context	1.1 Identify and follow Australian management processes, cultural protocols, organisation procedures and legislative requirements 1.2 Identify and analyse differences between Australian processes and own cultural process 1.3 Identify differences in relation to working as a person from a culturally diverse background within mainstream Australia society 1.4 Adjust approaches in light of new information and protocols
2. Operate within the workplace	2.1 Identify organisation goals and priorities 2.2 Identify own role and responsibilities and confirm in accordance with organisation procedures 2.3 Prioritise competing demands to achieve organisation's goals and objectives 2.4 Identify and use professional networks to build and develop relationships 2.5 Identify factors and contingencies affecting the achievement of work objectives and document allowances in work plans
3. Recognise and deal with trauma and vicarious trauma	3.1 Identify the overt and covert signs of trauma in clients and the support framework available for such clients 3.2 Evaluate the options for specialist support and/or referrals while continuing to work with the client in line with organisation guidelines 3.3 Recognise vicarious trauma in self and identify and access support services 3.4 Recognise vicarious trauma in others and develop strategies to respond to this

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4. Monitor and review service provision	4.1 Seek, discuss and use feedback to identify opportunities for improvement to service approach 4.2 Identify professional development opportunities to improve own skills and knowledge and action in accordance with organisation procedures 4.3 Monitor stress and emotions of self and colleagues and implement strategies to maintain wellbeing

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSET002 Undertake bicultural work with forced migrants in Australia	CHCSW402B Undertake bicultural work with forced migrants in Australia	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements	Not equivalent

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Assessment Requirements for CHCSET002 Undertake bicultural work with forced migrants in Australia

Modification History

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

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:

- provided support services to 3 groups of recently arrived migrants and refugees
- identified, supported and prioritised the needs of 2 clients or client groups demonstrating signs of trauma, and referred to appropriate specialist support services

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, state/territory, local) relevant to settlement services and how these are applied in organisations and individual practice:
    - privacy, confidentiality and disclosure
    - mandatory reporting
    - conflict of interest and maintaining professional boundaries
    - discrimination
    - access and equity
    - codes of practice
- the impact of forced migration on the family and the impact of changed roles within the family

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- availability of resources and assistance within, and external to, the organisation, including relevant referral networks and how to access their services
- strategies for worker to maintain their own well being and to support well being of colleagues and clients
- time management and stress management techniques
- impact and relevance of trauma and vicarious trauma

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 modeling 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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSOH001 Work with people experiencing or at risk of homelessness

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence Additional assessor requirements

Application

This unit describes the skills and knowledge required to work with people who are experiencing homelessness or at risk of becoming homeless, including women and children experiencing family violence.

This unit applies to work in a range of roles at any level within a community services and health context.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Address issues associated with people who are experiencing homelessness or risk of becoming homeless	1.1 Be aware of own personal values and attitudes regarding homelessness and take these into account when planning and implementing work activities 1.2 Identify barriers in accessing safe, secure housing for people in specific circumstances experiencing homelessness or at risk of becoming homeless 1.3 Where appropriate, ensure opportunities are provided for the person to participate in service planning and support activities 1.4 Assess the personal safety of those experiencing homelessness or at risk of becoming homeless, including young homeless to ensure they are not in an unsafe situation and report and refer appropriately 1.5 Assess issues impacting on the person's homelessness risk or situation and modify the approach to service delivery 1.6 Work with the person to identify and discuss potential solutions to complex issues raised, including referral to appropriate services and personnel 1.7 Provide advice and assistance on housing options
2. Support and advocate for people who are experiencing homelessness or at risk of becoming homeless	2.1 Advocate and negotiate for services in conjunction with the person and according to the person's needs 2.2 Support the person to advocate and/or negotiate on their own behalf and to deal with discrimination 2.3 Negotiate and create access pathways to support services and the full range of social and private housing providers 2.4 Use a range of advocacy techniques that take into account differing cultural backgrounds, are age appropriate and gender sensitive 2.5 Advocate within the community to facilitate addressing issues on behalf of people who are

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	experiencing homelessness or at risk of becoming homeless

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH001 Work with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence Additional assessor requirements	Not equivalent

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Assessment Requirements for CHCSOH001 Work with people experiencing or at risk of homelessness

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence Additional assessor requirements

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:

- worked collaboratively with 3 people (including women and children experiencing family violence) who are experiencing homelessness or are at risk of becoming homeless, to identify and address barriers and issues impacting on their ability to secure housing
- provided advice to 3 people in relation to options for key agencies and services that provide appropriate housing and accommodation services
- identified 1 child at risk of homelessness and followed organisation and legislative requirements for referral and reporting
- advocated on behalf of 1 person and supported the person to advocate on their own behalf to negotiate options, services and pathways to address barriers and issues impacting on their ability to secure or sustain housing

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:

- context within which the system of housing has developed in Australia

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- different levels of government and their role in provision of housing
- legal and ethical considerations (national, state/territory) relevant to social housing and how these are applied in organisations and in individual practice:
    - human rights
    - child protection
    - mandatory reporting
    - duty of care requirements and the law of negligence in delivering services to those experiencing homelessness or risk of becoming homeless
    - access and equity
    - privacy, confidentiality
- legal system:
    - courts
    - police powers
    - court reports
    - relevant state/territory residential tenancy tribunals
- principles and practice of:
    - community delivered service provision
    - holistic and client-centred service
    - client empowerment and disempowerment
- underpinning values and philosophies relevant to working with people who are experiencing homelessness or risk of becoming homeless
- cultural issues which impact on housing system for minority groups including newly arrived refugees and for Aboriginal and/or Torres Strait Islander people
- changing social, political and economic context in which homelessness occurs
- current and historical factors which impact on provision of housing
- gender context of homelessness
- range of consumers, consumer groups and stakeholders in relation to the Australian housing system, their demographics, needs, complexity of issues
- primary, secondary and tertiary definitions of homelessness
- structural causes which allow and maintain homelessness
- range of issues impacting on people who are experiencing homelessness or risk of becoming homeless
- specific issues facing individuals and existing services and outreach programs available to address their needs and rights
- risk and contributing factors of homelessness

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- indicators of family violence, mental health issues, substance abuse and child protection issues
- the complexity surrounding family violence and legal requirements when dealing with people who are experiencing family violence
- housing options, range of tenures and the pathways of the homelessness service system, including crisis, transitional, community housing, public housing, housing associations, cooperatives
- private rental system
- own work role within the context of delivering services to homeless people
- organisation's role within the context of the sector
- access pathways for transient, marginalised individuals
- case management framework

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.

In addition, assessors must have experience working with homelessness or social housing.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSOH002 Manage and maintain tenancy agreements and services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 manage tenancy agreements and associated housing services.

This unit applies to work in a social housing context in agencies responsible for sustainable tenancy management. Workers are required to exercise judgement and sensitivity when working with clients within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Complete tenancy agreement	1.1 Schedule suitable appointment time for signing documents and organise interpreters, according to client needs 1.2 Complete written property conditions report 1.3 Inform clients of money and other documentation required prior to sign-up 1.4 Advise clients of the rebate and rental payment options 1.5 Address all legal requirements in respect of executing agreements 1.6 Organise documentation and legal representation for ‘under age’ client prior to signing tenancy agreement
2. Explain the policies and procedures to new tenants	2.1 Provide information on rent payment systems and housing providers expectations with regard to tenant rent payment and arrears 2.2 Provide information to new tenants on rental bonds, in accordance with the organisations policies and procedures and rental bond legislation 2.3 Explain the maintenance system, rental rebate system, grievance procedures and any other services provided by the organisation to new tenants
3. Recognise crisis and the need for immediate intervention	3.1 Respond appropriately to individuals who are experiencing homelessness or who are at risk of becoming homeless 3.2 Utilise specialist expertise of other agencies and community services 3.3 Identify crisis situations and follow organisation’s intervention procedures 3.4 Comply with legal and duty of care requirements when dealing with young people who are experiencing or at risk of becoming homeless

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	3.5 Make appropriate referrals for individuals who are experiencing homelessness or who are at risk of becoming homeless
4. Facilitate landlord and tenant responsibilities (per the tenancy agreement)	4.1 Follow organisation's procedures for inspections, maintenance and complaints handling 4.2 Manage rental accounts in accordance with current guidelines 4.3 Manage rental bonds in accordance with organisations policies and relevant legislation 4.4 Monitor and act upon nuisance and annoyance incidents in accordance with organisation guidelines 4.5 Inform clients and landlords of their rights and responsibilities
5. Respond with sensitivity to tenant's changing needs and circumstances	5.1 Implement criteria for succession to proceed 5.2 Request and review supporting documentation 5.3 Check supporting documentation for accuracy and use in decision-making process 5.4 Identify asset management issues
6. Manage tenancy termination processes	6.1 Determine reasons for tenancy termination 6.2 Follow organisation procedures and legal processes for termination 6.3 Maintain client confidentiality within organisation policies and procedures 6.4 Assist tenants, according to needs, including referrals to appropriate tenant, advocate and/or legal representation 6.5 Complete all termination documentation and filing in accordance with role
7. Manage eviction process	7.1 Negotiate with tenant advocates and/or legal representatives 7.2 Follow eviction procedures of organisation
8. Facilitate appeal process	8.1 Provide client with a clear explanation of appeal process and encourage clients to present all facts relevant to appeal 8.2 Gather information on changes in circumstances and use to inform appeal process

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	8.3 Arrange an interview for further information, if necessary, and assess the need for an interpreter or advocate 8.4 Review facts obtained previously and make decision as per delegation 8.5 Document appeals decision
9. Take appropriate action in response to a complaint about tenant	9.1 Investigate complaint and determine if the client has attempted to resolve the problem 9.2 Decide whether intervention should be taken by organisation 9.3 Document case if decision is made that the organisation should intervene 9.4 Gather information, reports, documentation and feedback from tenants, neighbours, colleagues, police and tenant groups 9.5 Write and file a comprehensive record of complaint and action taken
10. Resolve problems	10.1 Consult with relevant people and agencies in accordance with confidentiality requirements 10.2 Identify all options 10.3 Mediate between involved parties in an attempt to reach mutually accepted resolutions 10.4 Adhere to legal responsibility of reporting alleged criminal behaviour

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH002 Manage and maintain tenancy agreements and services	CHCCH410B Manage and maintain tenancy agreements and services	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH002 Manage and maintain tenancy agreements and services

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- completed 1 tenancy agreement and explained housing services and the rights and responsibilities of all parties
- identified, prioritised and responded to the needs of 1 client with changing needs and circumstances
- responded to 1 complaint about a tenant
- responded to 1 complaint by a tenant
- responded to 1 appeal
- responded to 1 crisis situation by following organisation’s intervention procedures
- terminated 1 tenancy agreement in accordance with organisation and legislative requirements
- followed eviction procedures for 1 client

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:

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- organisation policies and procedures
- organisation and legislative reporting requirements
- relevant national and/or state/territory legislation regarding smoke alarms in individual, group and shared housing contexts
- principles of mediation and dispute resolution
- all aspects of the rental system, including knowledge of residential tenancy legislation
- rights and responsibilities of clients and the organisation
- organisation's complaints process and grievance procedures
- appeal process and client right of appeal
- principles of sustaining tenancies
- socioeconomic impact of homelessness
- primary, secondary and tertiary definitions of homelessness
- difference between and reasons for termination and eviction

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSOH003 Manage housing application processes

Modification History

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

Application

This unit describes the skills and knowledge required to assist clients and process housing application forms.

This unit applies to work in a social housing context. Workers are required to exercise judgement and sensitivity when working with clients within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Receive and receipt application	1.1 Read and check application 1.2 If form is incomplete or information incorrect, take steps to obtain missing or correct information 1.3 Identify and investigate false statements 1.4 Receipt application in a manner which is consistent with organisation requirements 1.5 Review supporting documentation from client or relevant supporting agencies
2. Assess application for funding	2.1 Complete assessment checklist or equivalent, explaining processes and entitlements to client 2.2 Apply relevant assessment guidelines to determine eligibility 2.3 Assess application to determine client's choice of location, dwelling type and special requirements 2.4 Read previous records to assist with assessment of current application and determine if client has made a previous application, received assistance or been a tenant on a previous occasion 2.5 Assess household complement to determine correct bedroom entitlement within current guidelines 2.6 Ensure equal access and opportunities to organisation services 2.7 Assess application using current eligibility criteria, determine decision and document according to organisation procedure 2.8 Determine and document out-of-guidelines decisions according to policy
3. Manage waiting lists	3.1 Place client on the appropriate waiting list 3.2 Notify clients of decision

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH003 Manage housing application processes	CHCCH411A Manage housing application processes	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements	Not equivalent

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Assessment Requirements for CHCSOH003 Manage housing application processes

Modification History

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

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:

- assisted with the preparation of 3 applications for housing with a range of clients, including:
    - providing information regarding entitlements
    - providing appropriate forms
    - assessing applications for assistance
    - providing feedback to clients

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:

- a wide range of services and resources which will be useful for tenants and prospective tenants
- organisations recording and reporting systems
- allocation zones and respective waiting lists
- entitlements
- eligibility criteria

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- organisation requirements for receiving and receipting applications, including use of relevant computer systems
- agency policies, procedures in relation to entitlements
- temporary and emergency accommodation protocols and procedures

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH004 Manage housing allocations

Modification History

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

Application

This unit describes the skills and knowledge required to administer housing allocation.

This unit applies to work in a social housing context. Workers will be required to exercise judgement and sensitivity when working with clients, within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Match resources to client needs	1.1 Interview client to identify needs in accordance with organisation requirements and standards 1.2 Assess client needs against the organisation's products and services 1.3 Advise client of outcome according to organisation procedures
2. Manage re-housing applications	2.1 Conduct an interview to determine eligibility for re-housing 2.2 Read and review client's supporting documentation according to organisation procedures 2.3 Assess re-housing approvals to ensure they are in line with current guidelines 2.4 Advise clients of re-housing decision and appeals rights if declined 2.5 Offer alternative options to clients if re-housing is declined 2.6 Review eligibility 2.7 Document decision according to organisation procedures
3. Coordinate tenant relocation during redevelopment, decanting or emergency	3.1 Liaise with client and relevant agencies and community workers to assess relocation options and client needs 3.2 Organise physical re-location in accordance with organisation policy and procedures
4. Implement priority housing criteria	4.1 Identify critical elements of applications 4.2 Read and assess previous tenancy records 4.3 Make appropriate referrals to outside agencies according to organisation procedures 4.4 Record client outcomes in relation to organisation procedures

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Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH004 Manage housing allocations	CHCCH412C Manage housing allocations	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements	Not equivalent

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Assessment Requirements for CHCSOH004 Manage housing allocations

Modification History

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

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:

- administered 3 housing allocations for a range of clients from diverse backgrounds

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:

- interview processes
- cultural protocols and systems
- communication and decision-making processes
- relevant information management protocols
- range of available and/or appropriate services
- alternative mutual exchange and the *Mutual Exchange Register* or equivalent
- factors and level of risk in relation to domestic violence issues and harassment
- assessment processes to determine appropriate stock or bedroom category for household complement
- review processes for eligibility according to organisation policy
- processes to identify re-housing circumstances where direct, immediate relocation is required

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- alternative options such as mutual exchange, supported residential services, subsides, rental assistance scheme or referral to support agencies or equivalent

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH005 Manage tenancy rent and rental arrears

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements significant changes to knowledge evidence

Application

This unit describes the knowledge and skills required to manage all aspects of tenancy rent and rental arrears.

This unit applies to work in a social housing context. Workers are required to exercise judgement and sensitivity when working with clients within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Performance criteria	
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage rent	1.1 Calculate rents and other charges using organisation procedures and appropriate computer information systems 1.2 Conduct rent reviews using organisation procedures and fulfilling legal requirements 1.3 Discuss rent calculations and rent reviews with tenants and other relevant parties 1.4 Document actions in accordance with role and organisation requirements
2. Manage arrears and tenant debt procedures	2.1 Reconcile and prioritise accounts taking into consideration all pending adjustments 2.2 Apply early intervention strategies to maximise sustainability of tenancies prior to consideration of any termination procedures 2.3 Complete arrears and/or tenant debt reports which provide sufficient information to support further action 2.4 Review and manage systems generated arrears and/or debt communication to tenant
3. Review client payment history and initiate recovery action	3.1 Access and review rental account and tenant charge systems to gather information on client payment history 3.2 Carry out recovery actions on accounts in arrears according to organisation requirements. 3.3 Provide referrals to credit counselling if required 3.4 Monitor client offers to repay arrears and or debts

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH005 Manage tenancy rent and rental arrears	CHCCH413A Manage tenancy rent, charges and rental arrears	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH005 Manage tenancy rent and rental arrears

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements significant changes to knowledge evidence

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:

- managed all aspects of tenancy rent and rental arrears for 1 client

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:

- key elements of rental management and rent arrears management
- principles for sustaining tenancies and early intervention strategies
- factors which signal difficulties in tenancies in relation to payment of rent
- factors related to establishing clear and appropriate processes of communication with tenants in relation to rental management
- mediation and dispute resolution principles and techniques
- rental account system and its operation within the organisation
- computer systems used in the organisation
- client confidentiality
- eviction procedures

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- legal requirements in relation to termination of tenancies
- how to calculate rent and other charges using organisation procedures

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:
    - use of real workplace policies and procedures
    - use of typical workplace reporting processes
    - use of workplace forms and proformas
    - rental management computer system
- modelling of industry operating conditions

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH006 Manage vacant properties

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. significant changes to 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 manage rental properties which have become vacant.

This unit applies to work undertaken in a social housing context within clearly defined organisational processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Manage vacancies	1.1 Implement allocations management policy to ensure targets are met for rehousing, immediate housing and wait-turn housing 1.2 Minimise rent loss through prompt restoration 1.3 Determine allocation, disposal or redevelopment of a vacant property using total asset management principles
2. Manage abandoned properties and goods	2.1 Confirm abandonment of property by inspection, and action according to current Residential Tenancies Act 2.2 Assess abandoned goods and vehicles and arrange storage or disposal in accordance with the current Residential Tenancies Act
3. Assess and manage property condition	3.1 Undertake pre-vacation and post-vacation reports 3.2 Identify and calculate client charge items and discuss with tenant to obtain commitment 3.3 Void property and update computer system 3.4 Prepare advice of vacant dwellings 3.5 Identify and arrange necessary repairs and cleaning and raise orders on computer system 3.6 Prepare final inspection and property condition report 3.7 Raise debit notes
4. Identify vacant properties and implement arrears management procedures	4.1 Provide written acknowledgment of advice to tenant, including calculation of balance of account at cessation date 4.2 Employ police and/or security services regarding vandalism where necessary 4.3 Manage security of property in accordance with organisation procedures

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Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH006 Manage vacant properties	CHCCH416C Manage vacant properties	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH006 Manage vacant properties

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. significant changes to performance criteria new evidence requirements for assessment including volume and frequency requirements significant changes to knowledge evidence

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:

- managed 2 different vacant rental properties in accordance with organisation, legislative and security requirements
- assessed repairs and maintenance for 2 different vacant rental properties in a manner consistent with both the policies of the organisation and the relevant residential tenancy legislation

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:

- the principles of housing asset management
- relevant organisation policy
- the key elements of a planned maintenance program
- the relevant sections of residential tenancy legislation in relation to repairs and maintenance
- organisation procedures for notices to tenants
- legal implications of squatters

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH007 Respond to property maintenance enquiries

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. significant changes to 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 where housing workers and/or community service workers are required to respond to maintenance enquiries relating to social housing properties.

This unit applies to property found in a range of locations, including urban, semi urban and non-urban environments, as well as low, medium and high-density housing estates and body corporate arrangements.

It also applies to both publicly owned and managed properties and privately owned and leased properties.

Workers will be required to exercise judgement and sensitivity when working with clients within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Receive maintenance enquiry	1.1 Promptly establish client requirements and degree of urgency 1.2 Allocate a priority to enquiries and determine additional research and follow up requirements
2. Research information to follow up enquiries	2.1 Identify information relevant to the client's needs from organisation and industry sources 2.2 Assess accuracy and type of information available from client to determine if an on-site inspection, or further action is required 2.3 Assess probability of associated problems and impact on property operations from available information and advise other parties
3. Determine suitable response in accordance with organisation and legal requirements	3.1 Establish need for written and/or verbal response or action 3.2 Prepare a response consistent with industry codes of practice and relevant legislation 3.3 Prepare response to the enquiry within required timeframe
4. Communicate advice and information	4.1 Present written and verbal responses in clear and simple terms 4.2 Provide client with options and alternatives 4.3 Provide property information for routine and specified enquiries 4.4 Promptly attend to client requirements for follow up information 4.5 Seek feedback from client to ensure satisfaction with response, according to client needs 4.6 Schedule and confirm relevant bookings with client

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5. Update relevant files and records	5.1 Complete documentation in accordance with organisation procedures 5.2 Promptly advise relevant staff of work allocations 5.3 Collate information on the type and source of enquiries to identify maintenance trends 5.4 Collate and analyse feedback from tenants and other stakeholders about contractor performance 5.5 Ensure maintenance is carried out in accordance with contract documentation and work health and safety (WHS) requirements 5.6 Recognise contractor non-compliance with performance requirements and act quickly to rectify position 5.7 Recommend changes to policy or service provision as appropriate

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH007 Respond to property maintenance enquiries	CHCCH317A Respond to property maintenance enquiries	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. significant changes to	Not equivalent

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		performance criteria new evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence	

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Assessment Requirements for CHCSOH007 Respond to property maintenance enquiries

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. significant changes to performance criteria new evidence requirements for assessment including volume and frequency requirements significant changes to knowledge evidence

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:

- prioritised and responded to at least 3 maintenance enquiries relating to social housing properties in accordance with organisation and legislative requirements

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:

- business operations, budget restraints and property maintenance processes
- organisation's property maintenance policies and procedures
- legal and ethical considerations for dealing with and responding to enquiries and how these are applied in organisations:
    - codes of practice
    - legislative constraints and timelines
    - national and/or state/territory legislation regarding smoke alarms in individual, group and shared housing contexts
- organisation's computer systems and processes as relates to property maintenance
- client expectations, including diversity of clients with complex needs

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- responsive maintenance in the social housing context
- property maintenance and principles of the asset maintenance system in the context of provision of social housing

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:
    - use of real workplace policies and procedures
    - use of typical workplace reporting processes
    - use of a property recording system
- modelling of industry operating conditions, including interactions with a diverse range of clients from different backgrounds

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH008 Manage head lease

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. significant changes to 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, acquire and manage properties head leased from the private rental market.

This unit applies to work in a social housing context. Workers will be required to exercise judgement and sensitivity when working with clients and landlords within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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 property needs of the organisation	1.1 Develop leasehold property acquisition strategy in accordance with organisation's needs analysis 1.2 Undertake research on market conditions to ensure strategy is achievable 1.3 Plan strategy to meet tenancy mix, budgets and income stream projections and property portfolio projections
2. Identify and acquire leasehold properties	2.1 Promote the organisation to landlords and/or agents to ensure an understanding of the principles of social housing, the organisation's goals and objectives 2.2 Inspect property for appropriateness and assessment against organisation's budgetary requirements 2.3 Prepare written head tenancy agreements with landlord
3. Manage leasehold properties	3.1 Build and maintain relationships with the landlord and/or agent 3.2 Prepare and complete tenancy documentation in accordance with relevant legislation and organisation's policies and procedures 3.3 Keep appropriate records 3.4 Identify and communicate rights and responsibilities of tenant and landlord in property maintenance issues and apply in accordance with organisation policies and procedures 3.5 Discuss and resolve relevant insurance issues with landlord 3.6 Carry out regular property inspections and other management activities agreed with landlord and/or agent
4. Manage end of lease	4.1 Negotiate end of tenancy issues and responsibilities with landlord and/or agent in accordance with relevant legislation and organisation policy and procedures 4.2 Facilitate rights of all parties in finalising end of tenancy 4.3 Prepare relevant reports and provide to appropriate parties

Foundation Skills

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH008 Manage head lease	CHCCH424B Manage leasehold properties	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH008 Manage head lease

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. significant changes to performance criteria new evidence requirements for assessment including volume and frequency requirements significant changes to knowledge evidence

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:

- managed the acquisition of 3 properties head-leased from the private rental market.
- managed end of lease requirements for 1 property head leased from the private rental market

Knowledge 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:

- local property knowledge
- residential tenancy and/or property law legislation and principles of property management
- relevant national and/or state/territory legislation regarding smoke alarms in individual, group and shared housing contexts
- research methods and needs analysis
- leases and head tenancy agreements
- budgeting requirements to manage head lease

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSOH009 Develop quality systems in line with registration standards

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 develop policies and procedures for a social housing organisation in line with current state/territory registration standards. It involves the development of continuous improvement processes to uphold compliance, probity and quality.

This unit applies to work in a social housing context typically carried out by senior workers working autonomously within broad guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Contribute to the integrity and effective governance of a social housing organisation	1.1 Contribute to the development and implementation of organisation code of conduct, mission, values, policies and procedures that reflect the current state/territory legislative standards and requirements 1.2 Ensure members of the governing body have sufficient training and communication to carry out their role effectively 1.3 Develop and maintain a resource kit for members of the governing body which outlines their legal requirements, estimated time commitments, organisation expectation of the member, organisation code of conduct and division of responsibility between the governing body and management of the organisation 1.4 Establish strategies to identify, manage and mitigate potential conflicts of personal interest and organisation interest 1.5 Identify situations which may require specialist advice and appropriate professionals to provide such advice 1.6 Establish and maintain accurate record-keeping systems
2. Manage risk effectively	2.1 Determine risks to the business and identify appropriate and financially sustainable strategies and control measures to address these risks 2.2 Establish authority and accountability for management of risks to the business 2.3 Establish an accurate system of communicating risks and controls to the governing body, management and staff
3. Manage staffing issues to address organisation performance	3.1 Develop and maintain written policies on staff recruitment, development and management that reflect good practice guidelines outlined in the current state/territory community housing standards 3.2 Develop and maintain written position descriptions, which include organisation’s code of conduct, management objectives and role of individual employee in achieving those objectives

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	3.3 Develop and maintain systems to ensure staff remuneration is commensurate with their skills and experience, scale and complexity of the organisation's operations and in line with relevant industrial awards and other like agencies 3.4 Clearly and appropriately define the relationship between remuneration, organisation performance and individual performance to ensure transparency
4. Manage financial viability issues	4.1 Contribute to the development of long term business plan that demonstrates financial viability and solvency of the organisation 4.2 Develop and implement written policies and strategies to minimise prolonged vacancies in housing stock and subsequent loss of rental income 4.3 Establish authority, accountability and compliance in accordance with organisation's guidelines and current state/territory community housing standards in regard to financial, administrative and information management systems
5. Develop, document and implement tenancy management strategies	5.1 Develop, document and implement systems to review rent modelling and impact of organisation policy on the tenant population and organisation's financial viability 5.2 Develop written policies and strategies to sustain tenancies where the tenant faces financial difficulty with rent arrears 5.3 Develop and implement written policies and strategies in line with current state/territory community housing standards in relation to fair and equitable access and allocation of housing and meeting the requirements of clients with complex needs on low income
6. Oversee management and maintenance of housing stock	6.1 Develop, document and implement systems to ensure the properties under the organisation's ownership or management are maintained to a community standard and never below habitable standards 6.2 Develop and implement written policies and processes to ensure a regular program of inspection, maintenance and upgrade of properties that complies with the guidelines for good practice in asset management outlined in the current state/territory community housing standards 6.3 Develop and document systems to ensure the organisation consults with tenants in relation to the acquisition and development of new housing stock
7. Develop continuous improvement processes	7.1 Identify areas of quality and compliance against the current state/territory community housing registration standards

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	7.2 Develop written continuous improvement processes to monitor and review quality and compliance issues 7.3 Involve all stakeholders in the continuous improvement processes 7.4 Implement improvements in response to continuous improvement processes and stakeholder feedback

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH009 Develop quality systems in line with registration standards	CHCCH621A Evaluate social housing organisation against registration standards	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements	Not equivalent

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Assessment Requirements for CHCSOH009 Develop quality systems in line with registration standards

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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 documented policies, procedures and strategies for 1 social housing organisation in line with current state/territory community housing registration standards
- identified 1 organisational risks and established and communicated strategies, control measures and continuous improvement processes to address it

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:

- continuous improvement principles
- quality assurance principles
- good governance principles
- long term financial solvency
- current state/territory community housing registration standards
- risk management

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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:
    - use of real workplace policies and procedures
    - use of typical workplace reporting processes
    - state/territory registration standards
- modelling of industry operating conditions

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCSOH010 Work with clients within the social housing system

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 assist people who are looking for or need assistance with housing and accommodation.

This unit applies to work in both tenancy and non-tenancy services within the social housing sector. Workers are required to exercise judgement and sensitivity when working with clients within clearly defined processes and procedures.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Plan for work in the housing system	1.1 Research client groups and stakeholders 1.2 Research potential issues and problems for clients and current factors impacting on the provision of housing 1.3 Research escalation and reporting procedures 1.4 Research referral procedures and networks
2. Provide assistance to clients with housing issues	2.1 Communicate with clients in a manner that demonstrates patience, empathy and respect 2.2 Provide advice and assistance on housing options 2.3 Provide assistance to maintain tenancies 2.4 Follow organisation procedures for resolving and escalating issues and/or problems 2.5 Follow organisation procedures for referral 2.6 Use technology in accordance with organisation and role requirements
3. Document and review work	3.1 Complete documentation and reporting in accordance with organisation requirements 3.2 Review own work to ensure commitment and adherence to access and equity principles 3.3 Adopt a continuous improvement approach to work by identifying and actioning opportunities for improvement

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH010 Work with clients within the social housing system	CHCCH301C Work effectively in social housing	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH010 Work with clients within the social housing system

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- assisted 3 individuals or families who are in search of housing or need assistance with maintaining housing and accommodation

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:

- historical, social and political economic context and development of the Australian social housing system, including changes over time and associated issues
- current and historical factors which impact on the provision of housing
- legal and ethical considerations (national, state/territory) relevant to housing and how these are applied in organisations and in individual practice, including:
    - access and equity
    - human rights
    - privacy, confidentiality
    - duty of care
    - mandatory reporting

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- levels of government in Australia and their role in the housing system
- social housing functions and processes including:
    - applications and allocations
    - eligibility
    - tenancy rebates
    - rent and rental arrears
    - termination
    - eviction
- cultural issues that impact on housing system for minority groups including newly arrived refugees and for Aboriginal and/or Torres Strait Islander people
- own work role within the context of delivering services in the Australian social housing system
- different consumers and consumer groups, including:
    - demographics
    - their needs
    - complex issues and types of solutions available to address these needs and issues
- principles of client empowerment and disempowerment and community delivered service provision
- range and mix of housing types and tenures and associated consumers, including community housing, public housing, homelessness, supported housing, transitional housing and crisis housing
- tenures in fields of work and key stakeholders in these fields
- mix of tenures in geographic area in own work
- housing options available to address consumer needs and issues
- private rental system and stakeholder issues
- referral procedures and networks
- common rental and leasing agreements and financing arrangements for rental properties
- management arrangements for rental properties

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.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH011 Develop social housing enterprise opportunities

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 investigate, negotiate and implement new business opportunities for social housing providers.

This unit applies to work in a social housing context, typically carried out by senior workers working autonomously within broad guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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 resources for new business	1.1 Investigate and identify business opportunities 1.2 Undertake feasibility study to determine likely business viability 1.3 Assess practicability of business opportunity in line with risks, returns sought and resources available
2. Undertake a risk management analysis for new business opportunities	2.1 Assess risks associated with new business and take steps to maximise outcomes 2.2 Involve stakeholders in risk management
3. Develop business ideas and options	3.1 Identify, assess and calculate financial costs and resource requirements and prepare budget 3.2 Develop business timeframe 3.3 Implement appropriate structures to oversee new business as relevant 3.4 Establish, monitor and review policies and procedures to manage the use of staff, equipment and other physical assets, on a regular basis
4. Implement new business strategies	4.1 Communicate new business strategies to relevant stakeholders 4.2 Clearly communicate roles and responsibilities of all parties 4.3 Implement the new business in line with all relevant guidelines, legal and taxation requirements 4.4 Maintain and keep required records to ensure organisation and statutory requirements are met 4.5 Develop and sign contracts where appropriate 4.6 Establish regular feedback mechanisms
5. Evaluate new business opportunities	5.1 Ensure that evaluation strategy and related techniques devised to collect and analyse data, meet the needs of decision-makers, funding organisations, business partners and other stakeholders 5.2 Gather and use evaluation information for business revision, ongoing development and implementation

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Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH011 Develop social housing enterprise opportunities	CHCCH521B Develop social housing enterprise opportunities	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH011 Develop social housing enterprise opportunities

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- conducted 1 feasibility study and risk assessment for at least 1 new business project
- initiated, managed and evaluated 1 new business project for a social housing provider

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:

- relevant legislation, regulations, policies and procedures including:
    - basic knowledge of taxation requirements
    - industry standards
- budgeting and financial management techniques, including:
    - how to conduct a feasibility study
    - how to prepare and revise a budget
    - sources of funding and how to locate opportunities
- principles of project management, including:
    - change management processes

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    - risk management
- protocols for writing funding submissions

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCSOH012 Acquire properties by purchase or transfer

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to 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 negotiate the purchase or transfer of property to social housing.

This unit applies to work in a social housing context typically carried out by senior workers working autonomously within broad guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Formulate terms and conditions of Contract or transfer Agreement element	1.1 Formulate draft transfer Agreement terms and conditions to protect client's interests 1.2 Issue instructions to legal consultants to prepare draft Agreement 1.3 Formulate draft Agreements to meet relevant industry, company and legislative requirements 1.4 Convey draft Agreement terms and conditions to the relevant party or its agent before negotiations are undertaken
2. Negotiate Agreement terms and conditions	2.1 Hold discussions with interested parties to enable agreement to be reached on form and contents of Agreement 2.2 Ensure Agreement is signed by all parties once consensus has been reached on the form and content 2.3 Ensure Agreement is forwarded to legal or conveyancing services
3. Confirm acceptability of Agreement	3.1 Issue instructions to relevant consultants to enable the property inspection to be effected 3.2 Liaise with relevant parties regarding upgrades or maintenance requirements of identified properties 3.3 Convey decision to interested parties in a timely manner and in writing in relation to inspections, upgrades and maintenance 3.4 Confirm availability of finance 3.5 Confirm satisfactory pre-purchase or transfer inspection reports
4. Prepare for exchange or transfer	4.1 Organise financial deposit if relevant 4.2 Confirm all required documentation and certificates 4.3 Prepare and amend Contract and/or transfer Agreement to be made ready for exchange

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5. Exchange Contract or transfer documentation	5.1 Confirm Contracts are identical and as agreed 5.2 Exchange Contract and deposit if required 5.3 Date Contracts for each party
6. Prepare for settlement	6.1 Conduct or arrange all relevant statutory enquiries 6.2 Issue requisitions on title 6.3 Prepare a transfer document 6.4 Satisfy financial obligations 6.5 Submit stamp duty and required documentation 6.6 Stamped transfer sent to vendor for execution 6.7 Arrange settlement time, date and finance
7. Confirm legal transfer	7.1 Attend settlement 7.2 Obtain final search on property for encumbrances 7.3 Conduct handover of title and or transfer documents 7.4 Check documentation 7.5 Conduct hand over of finances 7.6 Register documents with statutory authority 7.7 Accept new land issues in purchaser’s name
8. Document asset to property portfolio	8.1 Enter all relevant details into property management system 8.2 File property documentation

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH012 Acquire properties by purchase or transfer	CHCCH620D Acquire properties by purchase or transfer	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence	Not equivalent

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Assessment Requirements for CHCSOH012 Acquire properties by purchase or transfer

Modification History

Release	Comments
1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

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:

- negotiated the purchase or transfer of 3 different properties either from private sector or from public to social housing
- conducted a due diligence review

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:

- due diligence processes
- economics as they relate to the property industry
- property appraisal methods and interpretation of findings
- property feasibility studies
- legislative requirements, taxes and duties in relation to property acquisition

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:

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- use of suitable facilities, equipment and resources, including:
    - use of real workplace policies and procedures
    - use of typical workplace reporting processes
    - transfer forms, Agreements and other documentation
- modelling of industry operating conditions

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCVOL001 Be an effective volunteer

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to work effectively as a volunteer in a variety of capacities and contexts.

This unit applies to a range of sectors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the performance needed to demonstrate achievement of the element.*
1. Prepare for volunteer work	1.1 Identify the rights and responsibilities of the organisation and apply to work

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	1.2 Identify the rights and responsibilities of the volunteer and apply to work 1.3 Identify relevant policies and procedures and apply to work 1.4 Identify the organisation's structure, lines of communication and authority and boundaries of work roles that apply to own work 1.5 Participate in required background checks in accordance with organisation and legislative requirements
2. Work as a volunteer	2.1 Manage and organise own time and work tasks 2.2 Work as part of a team to meet organisation needs 2.3 Maintain appropriate communication networks, processes and relationships between paid and unpaid staff in relation to volunteer work 2.4 Identify and access available support structures as required 2.5 Respond to problems and contingencies related to the workplace in accordance with role
3. Check and complete work in consultation with supervisor	3.1 Seek and receive feedback on own performance 3.2 Request advice, assistance, clarification and further information as required 3.3 Report any issues and/or unresolved problems to supervisor 3.4 Complete relevant reports or workplace documentation as required

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCVOL001 Be an effective volunteer	CHCVOL201B Be an effective volunteer	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence Minimum work requirement of 20 hours	Not equivalent

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Assessment Requirements for CHCVOL001 Be an effective volunteer

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- volunteered as part of a team with paid and/or unpaid staff for a period of at least 20 hours in an organisation with a structured volunteer program

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 for volunteer work and how these are applied in organisations, including:
    - rights and responsibilities of volunteer, colleagues, organisation and customers and/or consumers
    - privacy, confidentiality and disclosure
    - mandatory reporting
- volunteering as a choice and as being based on reciprocity
- how personal values and attitudes may impact on work as a volunteer
- the need for relevant background checks to be undertaken by the organisation
- mandatory training requirements
- organisation expectations of volunteers
- valuing self as a volunteer
- personal motivations for volunteering
- personal expectations to be gained from volunteer work
- the volunteering sector including the nature of volunteer work, the importance of volunteer work to the community and principles of volunteering

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- organisation structure, processes, policies and procedures
- *Universal declaration on volunteering* and current national volunteering codes and standards

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCVOL002 Lead volunteer teams

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to lead and develop teams of volunteers using a participative approach and in line with organisation standards for volunteer work.

This unit applies to volunteers who are responsible for leading small teams of other volunteers in a range of sectors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify and allocate tasks for team	1.1 Identify team goals with team members 1.2 Identify tasks required to achieve goals

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	1.3 Identify team and individual safety responsibilities 1.4 Estimate time and resources needed to complete tasks safely 1.5 Collaborate with team members to allocate individual responsibilities within the team 1.6 Ensure designated team goals are met
2. Induct and develop others within the team	2.1 Present a positive image of the organisation to other volunteers 2.2 Assist with the induction of new volunteers into the organisation's mission, purpose, procedures, expectations 2.3 Follow up induction processes to ensure adherence to organisation policies and procedures
3. Use a participative approach to leading volunteers	3.1 Participate in team and provide assistance and support to team members as needed to ensure designated team goals are met 3.2 Seek, acknowledge and act on information and feedback provided by other team members in the work group 3.3 In consultation with team, evaluate team performance according to its goals 3.4 Provide ongoing constructive feedback to team 3.5 Give and receive supervisor feedback
4. Reflect on own performance	4.1 Apply principles of reflective practice to evaluate own performance according to team and personal goals and identify opportunities for continued performance improvement 4.2 Identify and access professional development opportunities to improve own leadership performance

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCVOL002 Lead volunteer teams		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCVOL002 Lead volunteer teams

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 demonstrated evidence that the candidate has:

- volunteered as a team leader of at least 2 paid and/or unpaid staff for a period of at least 30 hours in an organisation with a structured volunteer program

Knowledge Evidence

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

- relevant policies and procedures to assist other volunteers work in line with organisation policies and procedures
- relationship between paid and unpaid roles and how volunteers fit within the organisation
- *Universal declaration on volunteering* and current national volunteering codes and standards
- effective team work
- leadership styles
- delegation
- management structure and lines of authority

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.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCVOL003 Recruit, induct and support volunteers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to recruit, orientate, develop and support volunteer workers in an agency, service or program. Workers at this level will be responsible for the ongoing coordination and supervision of volunteers who may be working in a range of contexts.

This unit applies to a range of sectors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Plan and develop a volunteer recruitment program	1.1 Develop and implement processes and procedures to support the identification of volunteer roles 1.2 Apply models of volunteering to develop volunteering roles within the organisation 1.3 Plan and develop recruitment, selection and induction policies and procedure
2. Select and induct volunteers	2.1 Develop appropriate advertising strategies ensuing compliance with organisation policy and legal requirements 2.2 Undertake appropriate screening, interviewing and selection processes 2.3 Develop and implement volunteer induction program
3. Develop and implement volunteer support systems	3.1 Develop and implement training appropriate for volunteer roles 3.2 Establish and maintain regular communication with volunteers 3.3 Regularly review roles and performance and provide feedback to the volunteer 3.4 Review recruitment, induction and support systems and identify areas for continuous improvement

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCVOL003 Recruit, induct and support volunteers	CHCORG525D Recruit and coordinate volunteers	This version was released in CHC Community Services	Not equivalent

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		Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence	

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Assessment Requirements for CHCVOL003 Recruit, induct and support volunteers

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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:

- planned and implemented all aspects of the recruitment of 2 volunteers
- developed and implemented 1 induction program for volunteers, that included:
    - organisation purpose and services
    - role of volunteers in the organisation
    - insurance
    - rights & responsibilities of all parties including work health and safety (WHS)
    - organisation structure and lines of communication and authority
    - expenses and reimbursements processes
    - relevant policies and procedures and codes of conduct
- conducted a performance review for 1 volunteer

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:

- relevant legislation and public policies relating to the employment of unpaid workers
- rights and responsibilities of both organisation and volunteer
- implications of differences in attitudes and values in working in the organisation
- *Universal declaration on volunteering* and current national volunteering codes and standards
- definitions of volunteering
- paid versus unpaid role responsibilities and the delineation of these roles

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- structure of volunteer sector including support and recruitment agencies
- role of government and government bodies in volunteering
- motivations of volunteers, what can de-motivate volunteers and how volunteer motivation changes over time
- different models of volunteering taken from an organisation perspective, including the involvement of volunteers as service providers, fundraisers, corporate volunteering, activist and in community development
- range of diverse sectors and roles where volunteers are involved
- screening processes, including police checks, interviews, application forms, referee checks and meetings
- current trends and issues in volunteering
- engagement strategies for volunteering
- performance appraisal methods and techniques
- recognition and rewards for volunteers

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCVOL004 Manage volunteer workforce development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

Application

This unit describes the skills and knowledge required to develop and support volunteer programs and volunteer workforce in an organisation or agency. Workers at this level will be responsible for coordinating and overseeing volunteer programs across a range of contexts.

This unit applies to a range of sectors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Review and develop volunteer program policies and systems	1.1 Research volunteering trends impacting volunteer involvement

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	1.2 Develop strategies for the inclusion of volunteering into key organisation policies and strategies 1.3 Develop strategies for the implementation and review of volunteer programs systems and processes in line with current national volunteering standards and/or organisation requirements
2. Develop a volunteer workforce plan	2.1 Review volunteer positions and measure their contribution to the organisation and service provision 2.2 Identify and develop potential growth areas of volunteer involvement opportunities 2.3 Develop a demographic profile of the volunteer workforce 2.4 Analyse and respond to volunteer motivation and satisfaction 2.5 Implement a volunteer training needs analysis to identify training opportunities
3. Develop strategies to enhance the volunteer workforce	3.1 Apply findings regarding volunteer motivation and satisfaction to volunteer retention strategies 3.2 Implement appropriate strategies to recognise and/or reward volunteers 3.3 Identify volunteer recruitment opportunities 3.4 Develop training opportunities for volunteers 3.5 Develop and implement additional volunteer retention strategies
4. Implement opportunities for volunteer management team development	4.1 Identify and implement professional development opportunities for volunteer managers (paid and/or unpaid) within the organisation 4.2 Review the success of volunteer management development strategies and identify opportunities for continuous improvement

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCVOL004 Manage volunteer workforce development		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for CHCVOL004 Manage volunteer workforce development

Modification History

Release	Comments
1	This unit of competency was first released in CHC Community Services Release 2.0.

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 1 volunteer workforce development plan

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:

- *Universal declaration on volunteering* and current national volunteering codes and standards
- organisation standards, codes, policies, procedures and processes
- relevant state and national legislation, and public policies relating to the engagement of unpaid workers
- differentiation between paid and unpaid workers roles
- impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
- implications of differences in attitudes and values towards volunteers from management and staff
- trends and characteristics impacting volunteer involvement
- volunteer motivations and how these will change through involvement with a volunteer role or organisation, e.g. ‘honeymoon’ period, 6-12 months, 12 months plus
- recognition strategies for volunteers, including events, certificates, training, reimbursements, badges, rewards and increased responsibilities

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.

This unit applies to work undertaken in work roles where the young person is the primary client.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively with young people	1.1 Listen to the young person to gain understanding of their experiences 1.2 Foster communication exchanges that support the development of trust and rapport 1.3 Process information about the young person's situation from their perspective 1.4 Use a range of appropriate communication strategies to engage with young people 1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices 1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder
2. Reflect understanding of youth cultures and subcultures and young person's own development	2.1 Consider youth culture and subcultures of the young person in all actions and decisions 2.2 Consider the young person's individual development in all actions and decisions 2.3 Evaluate issues in relation to young person's culture and modify approaches appropriately 2.4 Select activities and resources to promote awareness, respect the young person and value diversity 2.5 Establish guidelines that are relevant to the culture and background of the young person

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	2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work
3. Work with the young person as the focus	3.1 Apply youth-centred practices when working with young people 3.2 Respect the rights, needs and responsibilities of the young person 3.3 Explain worker rights and responsibilities to the young person as necessary 3.4 Establish a professional relationship and boundary expectations with the client 3.5 Identify and manage power inequities in the professional relationship 3.6 Apply principles of ethical decision-making in working with young people
4. Reflect on own practice and values	4.1 Identify opportunities to reflect on own interactions and practices with young people 4.2 Recognise areas where own biases, background and opinions may have impacted on work with the young person 4.3 Seek opportunities to address any concerns or areas for development

Foundation Skills

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

- Oral communication – in order to engage and establish collaborative, professional relationships with young people.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs

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of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH001 Engage respectfully with young people	CHCYTH401B Engage respectfully with young people	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- applied youth-centred practices when working with young people, including:
  - using interpersonal skills to engage with at least three young people
  - applying engagement skills with young people with diverse range of presenting issues and experiences
  - applying principles of ethical decision-making to ethical dilemmas when the young person is the primary client
  - establishing and maintaining a professional relationship with at least one group of young people.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society, culture and the young person
- diversity in all forms – across cultural, sexuality, ability, socioeconomic and geographic spheres, and the experiences of migrants, refugees and asylum seekers
- own cultural values, cultural lens and ethnocentrism
- own work role within the context of the youth sector
- access and equity principles
- principles of ethical decision-making
- statutory frameworks in which the work role functions
- the impact of judgement-making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, social, political and economic and professional frameworks.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH002 Work effectively with young people in the youth work context

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work in the youth work context.

The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Apply understanding of the social, historical, economic, legal and political contexts of young people	1.1 Assess and respond to the needs of young people within the context of their experiences 1.2 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of young people 1.3 Research, analyse and apply understanding of youth policy in practices of youth work 1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people
2. Apply understanding of the context of youth work	2.1 Apply knowledge of youth contexts to youth work practice 2.2 Identify legal frameworks which impact on context of youth work 2.3 Research, maintain and apply models and frameworks of youth work in a variety of youth work contexts 2.4 Develop a comprehensive understanding of the youth sector
3. Work within the core values and practice frameworks of youth work	3.1 Assess core youth work practice values to ensure supports and interventions are young person-centred

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	3.2 Apply practice frameworks to maximise support for the young person as a unique individual 3.3 Demonstrate support for the young person's rights and safety including access and equity of services
4. Work with understanding of the impact of values in determining the approach to working with young people	4.1 Identify and reflect on own values and experiences which may impact on approaches to youth work 4.2 Work with awareness of organisation's values 4.3 Make sure interventions and supports are appropriate to the young person's own values

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools

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	• online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH002 Work effectively with young people in the youth work context	CHCYTH402C Work effectively with young people in the youth work context	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH002 Work effectively with young people in the youth work context

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- followed effective processes for work with at least three young people by:
  - checking and analysing information for assessment of risks, special needs, significant changes, and personal and social developmental levels for young people
  - making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
  - providing appropriate support and/or services
- provided supervision and care based on assessed risk and justifiable degree of care and concern
- responded to risks and incidents of varying degrees of severity
- used clear and reassuring communication relevant to the culture of young people.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- current status of young people in the context of:
    - social and cultural context of youth
    - historical, economic, political and social contexts of young people
    - rights, needs and responsibilities of young people
    - risk-taking and social behaviour in young people
    - young people as primary client
    - changing contexts of young people
- processes for getting advice and assistance when there are ethical or professional issues
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- impact of popular beliefs on values, attitudes and behaviour
- the organisation's codes of conduct or code of ethics/duty of care
- range of specialist support services and programs available to young people
- social, political, historical and economic contexts of the service response to the needs and interests of young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH003 Support young people to create opportunities in their lives

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Create a relationship of trust and respect	1.1 Apply principles of youth work practice to facilitate safe individual or group processes for interaction 1.2 Identify the conditions necessary for young people to change and grow 1.3 Listen to and observe the young person's stories experiences, and behaviour to clarify concerns and needs 1.4 Encourage and support young people to identify relationships between their issues and social structures 1.5 Respect the young person's culture/s and way of interacting
2. Work with young people to identify their needs, rights, strengths, hopes and opportunities	2.1 Use a range of communication skills to identify and explore the young person's challenges, strengths and resources 2.2 Encourage the client to reframe their current circumstances to support their own understanding 2.3 Identify and acknowledge circumstances outside the young person's control 2.4 Support the young person to communicate their issues or problems in a way appropriate to their individual needs, background and culture 2.5 Take appropriate action to address immediate issues or concerns

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	2.6 Confirm own understanding of issues and opportunities with the young person
3. Identify goals with the young person	3.1 Use creative methods, processes and questions to consider and create possibilities 3.2 Establish with the young person their desired outcomes 3.3 Assist young people to explore future possibilities and ways of being 3.4 Identify barriers that hinder the way young people would like changes to take place
4. Develop and implement action plans	4.1 Use a range of youth work interventions to create future opportunities 4.2 Explore additional resources needed to achieve goals 4.3 Develop proposals and strategies for action plans 4.4 Measure and ensure change is noticed 4.5 Document intervention work as required

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*

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Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH003 Support young people to create opportunities in their lives	CHCYTH403C Support young people to create opportunities in their lives	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH003 Support young people to create opportunities in their lives

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- interacted, encouraged and supported at least two young people in both an individual and a group setting, including:
    - supporting the young people according to their circumstances and the objectives of each individual's desired goals, individual needs, risks and circumstances, including education and employment
    - supporting vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities
    - creating future opportunities for the individuals using a range of youth work interventions and documented measures of change.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- statutory requirements and application of the concept of duty of care and child protection
- organisation reporting procedures and practice
- case planning practices and principles
- principles of effective communication and cultural practices, and customs of the community and the young people in the service
- relevant organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- support services and specialists and their guidelines for access and service provision.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCYTH004 Respond to critical situations

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to maintain safety through effective response to potential or actual critical situations.

This unit applies to staff working in specialist services and in residential work sites or in the community.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement risk-minimisation strategies	1.1 Establish framework for dealing with potential crisis situations 1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of young people and others 1.3 Identify, assess and implement a variety of possible strategies to minimise risk in accordance with organisational procedures 1.4 Recognise the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment 1.5 Seek and provide information on potential responses to the appropriate team members for action and support 1.6 Request assistance clearly and promptly
2. Maintain a safe environment for young people	2.1 Identify and routinely implement organisation's policies, procedures and practices designed to maximise physical and emotional safety of young person 2.2 Maintain healthy and safe environment to minimise potential for harm 2.3 Ensure all legislative and ethical requirements are met by self and those who supervise
3. Prevent escalation of violent behaviour	3.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour is minimised 3.2 Develop plan of care outlining ways to prevent, and respond to clients' expressions of violence against self or others, communicate it to relevant personnel and implement the plan

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	3.3 Anticipate potential causes of conflict and harmful behaviour and respond in a manner that promotes calm and reassurance, to prevent escalation 3.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations 3.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all 3.6 Provide assistance as necessary and appropriate to the situation 3.7 Complete relevant documentation, as required
4. Secure the safety of clients	4.1 Use calm, confident and assertive communication to establish positive personal interaction and exchange information 4.2 Provide information designed to promote positive decision-making based on the relationship between actions and consequences 4.3 Present information to all relevant individuals in a clear, accurate and comprehensive manner 4.4 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved 4.5 In responses and emergency action, give priority to the protection of individuals from severe harm 4.6 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control 4.7 Complete all necessary documentation in an accurate and timely manner

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to provide calm, confident and assertive communication during high stress or crisis situations. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH004 Respond to critical situations	CHCYTH407E Respond to critical situations	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH004 Respond to critical situations

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- established a framework for dealing with potential crisis situations which covers:
    - identifying and assessing risks to client safety and welfare
    - understanding and anticipating possible causes of conflicts
    - identifying and implementing risk-minimisation strategies
    - providing information on possible responses to team members
    - stating when to request assistance of others
    - detailing types of assistance appropriate to various situations
    - identifying equipment available to support response to potential crisis situations
- maintained a safe and healthy environment to minimise the risk of crisis situations

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- used effective communication skills and techniques in all communications with client, appropriate to the situation
- documented actions taken according to organisational procedures and policies, clearly and accurately.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- team roles and responsibilities and reporting requirements
- responsibilities of child protection reporting and duty of care
- understanding how critical incidents and risks arise both generally and in particular situations
- common mental health issues in young people
- principles of effective communication for counselling, risk-assessment, negotiation, mediation and information management
- code of conduct
- organisation's policies, guidelines and procedures and emergency protocols.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH005 Develop and implement procedures to enable young people to address their needs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to monitor and upgrade organisation approaches to young people with complex needs.

This unit applies to community services work in a range of contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Develop support programs for young people	1.1 Assess specific needs of the young person and match to an existing program 1.2 Employ appropriate communication techniques to engage young person and to address specific needs 1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients 1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 1.5 Provide relevant information to client as appropriate
2. Ensure that young people with complex needs receive appropriate services	2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed 2.2 Define and implement appropriate procedures to minimise effects of any aggressive or abusive behaviour of clients 2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways
3. Liaise with other services and organisations	3.1 Design and implement appropriate referral systems and procedures to ensure specific needs of clients can be addressed 3.2 Identify and access support facilities required to optimise client access to specialist services

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	3.3 Ensure support and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances 3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery
4. Monitor and upgrade support provided by the organisation	4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness 4.2 Periodically review assessment, support and referral systems used within the agency 4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery 4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff 4.5 Provide support and supervision to other workers as required in accordance with organisation procedures 4.6 Arrange regular debriefings with associated organisations and service providers 4.7 Produce and provide reports in accordance with organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Reading – in order to analyse and review service policies and procedures in line with applicable legislative and regulatory requirements relevant to the service. • Writing - in order to produce reports according to organisation procedures and policies. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH005 Develop and implement procedures to enable young people to address their needs	CHCYTH501A Develop and implement procedures to enable young people to address their needs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH005 Develop and implement procedures to enable young people to address their needs

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- assessed specific needs of at least one young person and identified existing programs/services that addressed these needs, as well as consulted relevant personnel and organisations to identify further or alternative support programs that could assist
- developed and implemented procedures to keep young people safe, including:
    - addressing any signs of abuse
    - establishing protocols of behaviours
    - monitoring at-risk behaviour patterns
    - establishing quick response actions to counter aggressive behaviour

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- developed and implemented procedures relating to services offered by the organisation, including:
    - support facilities
    - particular types of support and information
    - referral advice
- reviewed the relevance and effectiveness of information and service provision to clients, and assessment, support and referral systems, including:
    - holding regular debriefings with associated organisations and service providers
    - debriefing and supporting other youth workers, including identifying training needs
    - producing reports and recording relevant information about clients and programs according to organisation procedures and policies, ensuring accurate and complete information is included.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies
- different forms of abuse and their indicators and response processes
- a broad range of specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and UN Convention on the Rights of the Child
- organisation’s policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations

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relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH006 Work with young people to establish support networks

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor changes to formatting and numbering to improve readability
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required by youth workers to empower young people to develop sustainable supports beyond intervention.

This unit applies to a broad context of youth work where the young person is the primary client.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Support young people to develop and use personal resources	1.1 Listen to young people's stories and experiences in relation to family, friends and others 1.2 Work with young people to explore desires, possibilities and goals in relation to their support networks, particularly to assess safety, benefits or other, of those relationships 1.3 Encourage and assist young people to develop and maintain relationships with family, friends, support networks and service agencies according to each young person's goals and the safety, benefits, or other, of those relationships 1.4 Enable contact between young people and networks in the community according to young people's needs and interests
2. Assist young people to develop the personal skills to manage their personal relationships	2.1 Provide support to young people in a manner which maintains the integrity of individual rights, self-determination and personal dignity 2.2. Enable young people to develop effective communication skills to build supportive relationships where possible 2.3 Support young people to explore new ways of seeing relationships and situations with family and others where possible

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	2.4 Assist young people to develop decision-making, coping and resiliency skills in ongoing situations
3. Establish relationships and exchange information with family members, with the young person's permission	3.1 Communicate with the young person's family, friends and/or support people, in accordance with the interests of the young person and organisation practice 3.2 Where possible, seek the young person's permission prior to contact with other key stakeholders 3.3 Keep young people informed about contact with others 3.4 Clarify own role with family members by providing specific and general information about your values, practice frameworks and work processes 3.5 Maintain the young person's confidentiality 3.6 Listen without judgement to the experiences and concerns of family, friends and/or support people 3.7 Gather and provide information that is relevant, timely and assists to address concerns 3.8 Analyse own values and their impact on attitudes, interactions and other work practices, as well as to detect and avoid personalising issues, discrimination and stereotyping
4. Determine a mutual approach between the young person, their family and yourself to address the needs and rights of young people	4.1 Encourage active participation and effective communication between all stakeholders 4.2 Monitor behaviour and mood of clients, particularly young person 4.3 Support and validate the young person's experiences and emotional responses 4.4 Identify issues and concerns for the young person and their family and possible areas of change to behaviour and relationships 4.5 Use interaction with family members to encourage personal reflection on relationships, expectations and personal responsibility

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5. Develop and implement action plan to support young person	5.1 Prioritise competing agendas of key stakeholders whereby the rights and interests of the young person is the primary concern 5.2 Set goals in line with young person's and family's values, opinions and expectations 5.3 Develop plan that outlines actions to be taken and allocates resources 5.4 Implement, monitor and evaluate progress made by young person and family 5.5 Refer family problems to relevant support and specialist staff and agencies, where necessary 5.6 Refer young people and their families to suitable specialists according to the nature and urgency of their needs, where necessary

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to interact and facilitate collaborative discussions with young people and their families. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH006 Work with young people to establish support networks	CHCYTH502A Work with young people to establish support networks	This version was released in CHC Community ServicesTraining Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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		Significant changes to elements and performance criteria. New evidence requirements for assessment.	

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Assessment Requirements for CHCYTH006 Work with young people to establish support networks

Modification History

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- supported at least one young person to develop and use personal resources, including:
  - listening to young person's stories and experiences
  - working with young person to explore desires, possibilities and goals
  - encouraging young person to develop and maintain relationships with family, friends, support networks and service agencies
  - assisting young person to develop decision-making, coping and resilience skills
- facilitated purposeful discussions between parties to establish effective communications for relationship-building

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- set goals and developed plan to meet the needs of at least one young person and their family, including:
    - allocating resources to achieve outcomes
    - implementing and monitoring execution of plan
    - evaluating progress of young person and family
    - making appropriate referrals for family and young person.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- rights and responsibilities of young people accessing the service
- youth worker duty of care requirements and any relevant legislation pertaining to the rights and safety of children and young people
- confidentiality policies and procedures
- range of specialist support services available to young people, families and other stakeholders as parties to the relationships with young people
- mediation processes
- relationship dynamics, including the identification of risk factors relating to abuse of power and power differentials
- principles of client self-determination
- strategies for engaging young people to explore relationships and relationship issues
- organisation’s codes of ethics, standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH007 Undertake youth work in specific communities

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work effectively with young people in specific communities, including Aboriginal and/or Torres Strait Islander communities, schools, rural and remote communities, and in other specific community settings.

It includes the use of individual, group and community development processes to address issues of concern for young people in those communities.

This unit applies to youth work in the context of diverse groups of young people and communities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Become familiar with the culture of the specific community	1.1 Identify the historical, social, political, economic and environmental factors that impact on the community 1.2 Foster relationships with members of the community to support understanding of the specific community culture 1.3 Assess how relationships, communication and power structures work within the community 1.4 Identify the key decision- and opinion-makers within the community 1.5 Establish who the community's key external stakeholders are
2. Identify the place of young people within the specific community	2.1 Establish and maintain networks and relationships with the key stakeholders in the community 2.2 Find out about the experiences, key issues and concerns of young people in the community 2.3 Identify the expectations of young people and other key stakeholders of your role within the community
3. Identify issues of common interest	3.1 Support young people to safely express their views 3.2 Identify areas of common concern and difference 3.3 Seek out the key community allies who share young people's concerns

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	3.4 Identify barriers to access and equity in relation to young people 3.5 Make referrals to address individual issues within duty of care requirements 3.6 Identify and discuss a range of ideas to address issues of common concern and create opportunities for young people
4. Work with young people in the community	4.1 Identify effective models, strategies and programs that address young people's issues in community work 4.2 Plan and deliver services safely according to organisation policies, regulatory requirements and community protocols 4.3 Consider and respect local community values, beliefs and roles when providing services 4.4 Apply strategies and policies to address identified needs of young people in communities 4.5 Take available opportunities to advocate on behalf of young people within communities 4.6 Maintain confidentiality of client information 4.7 Accurately document interventions, evaluate and report outcomes in line with organisation procedures.

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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CHCYTH007 Undertake youth work in specific communities	CHCYTH503A Undertake youth work in specific communities	This version was released in CHC Community ServicesTraining Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH007 Undertake youth work in specific communities

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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 demonstrated evidence that the candidate has completed the following tasks:

- established and maintained at least one network in the community in which youth work is performed. This includes:
  - using a range of community engagement strategies
  - respecting difference and embracing diversity of cultures
  - advocating for young people's participation in community issues and decision-making where appropriate
  - facilitating negotiations in conflict situations in communities where the conflict may be between young people and other community stakeholders
- referred at least one young person to appropriate services within or external to the community

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- implemented community development principles and strategies to engage young people and others in at least one community action and response.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- relevant historical, social, political, economic, cultural and environmental factors that impact on community
- political and power dynamics within the community, including key stakeholders and role and place of young people in communities
- duty of care requirements and application in the community context
- community development principles
- youth-centred practices with a focus on the young person as the primary stakeholder
- relevant youth cultures, and social, political and economic and professional frameworks
- own cultural values, cultural lens and ethnocentrism
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH008 Support young people to take collective action

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Application

This unit describes the skills and knowledge required to enable young people to participate in the decision-making that affects their lives.

This unit applies to youth work where the primary concern is to support groups of young people in taking action to meet their needs or responding to community issues.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Encourage and support young people to develop and use networks	1.1 Identify and note young people's issues, needs or interests in community issues 1.2 Encourage and support young people to identify common issues, needs and interests 1.3 Discuss possibilities for responding to identified common issues, needs and interests 1.4 Provide opportunities for young people with similar interests or needs 1.5 Support and encourage young people to identify relationships between their issues/interests and social structures 1.6 Encourage young people to work together to take joint action
2. Support young people to come together to plan collective action	2.1 Ensure young people have the relevant skills and knowledge to operate in a collective way 2.2 Map and monitor youth participation processes, particularly decision-making and inclusion processes of groups 2.3 Provide support, encouragement and opportunities to young people to enable them to communicate and interact with others to coordinate a planned action
3. Support young people to identify and form alliances with key stakeholders	3.1 Identify other stakeholders interested in the issue or strategy

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	3.2 Gauge the interest, resources and possible roles of stakeholders 3.3 Support young people in contacting, informing and negotiating alliances with stakeholders 3.4 Assist young people and stakeholders to maintain appropriate contact and information flow 3.5 Encourage young people to acknowledge key stakeholder support
4. Support young people to implement their strategies or action plans	4.1 Provide relevant information as required to individuals and the group to facilitate better operation of collective networks 4.2 Offer individual or group support on an ongoing basis 4.3 Use group processes to monitor progress and adapt or further develop plans
5. Assist young people to monitor and evaluate strategies	5.1 Support groups to monitor and record progress 5.2 Assist groups to identify outcomes and consequences (intended or unintended) of their actions on an ongoing basis 5.3 Evaluate strategies and group processes 5.4 Provide reports of outcomes as appropriate to stakeholders and within the organisation 5.5 Celebrate achievements, including personal development, skills development and social change

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs

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of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH008 Support young people to take collective action	CHCYTH504A Support young people to take collective action	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH008 Support young people to take collective action

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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 demonstrated evidence that the candidate has completed the following tasks:

- enabled youth participation through discussion and networking on at least three separate occasions
- actively engaged young people using communication skills appropriate to specific youth context and culture
- supported and enabled at least two young people to:
    - arrange group meetings
    - publicise group objectives to broader youth audiences
    - plan strategies and actions, resources, timelines, responsibilities
    - access support
    - identify, contact, inform and negotiate alliances with stakeholders

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- evaluated strategies and reported on outcomes to stakeholders internal and external to the organisation.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- power imbalances in the professional relationship
- relevant policies and procedures of the organisation, including values and ideologies and how this impacts on the collective action
- ethical responsibilities when working with young people to take collective action
- models and tools of advocacy, community development, self-help, youth participation, and peer education
- theories of interpersonal communication, dispute resolution and principles of negotiation
- principles and theories of group work and structured and unstructured groups
- documentation processes and evaluation methods.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH009 Support youth programs

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups.

This unit applies to community services work in a range of contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify the program required	1.1 Collect evidence to determine the need for a particular program 1.2 Identify and review a range of possible programs to meet the defined needs 1.3 Select a program type based on client needs, organisational criteria and availability of resources
2. Prepare program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met 2.2 Plan activities in consultation with key clients and stakeholders 2.3 Determine operational arrangements for conducting the program and assess their feasibility 2.4 Ensure planning activities reflect accepted good practice in working with young people 2.5 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 2.6 Identify appropriate implementation and evaluation strategies in the program plan in consultation with stakeholders
3. Deliver program	3.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements 3.2 Provide participants with access to a range of activities suited to their needs and interests 3.3 Implement contingency plans and adapt program to changing needs of participants as required 3.4 Ensure problems in program delivery are addressed promptly

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4. Monitor and evaluate program	4.1 Use appropriate evaluation strategies during and after program and for revision and development 4.2 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders 4.3 Prepare and present reports as required by organisational, funding and other requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Reading – in order to collect and analyse evidence to inform program requirements. • Writing – in order to prepare reports in line with workplace policies and procedures. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH009 Support youth programs	CHCYTH505E Support youth programs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH009 Support youth programs

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1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- collected, analysed and reviewed relevant evidence and a range of programs to determine the need for a specific program
- prepared at least one program plan, including:
  - outlining activities and actions
  - determining operational arrangements for calculating costs, space and resources
  - assessing feasibility
  - developing implementation and evaluation strategies
- supported the implementation of at least one program in a variety of contexts, adapting program to the changing needs of participants and evaluating outcomes, including:

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- using evaluation techniques and reporting outcomes to clients and stakeholders in an accessible format.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the program
- a range of relevant youth activities and programs
- legal and safety requirements as they relate to activities and programs
- techniques of evaluation
- relevant funding sources
- organisational standards, policies and procedures
- techniques for writing complete and accurate reports.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH010 Provide services for young people appropriate to their needs and circumstances

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to provide guidance and role models to young people and their families to maintain positive and supportive relationships, while identifying problems and establishing goals for change based on maintaining support from family and the general community.

This unit applies to community services work in a range of contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify and address immediate needs and circumstances of young people	1.1 Identify and respond to immediate needs of young people according to nature and degree of urgency 1.2 Provide young people and their families with information tailored to their capacity of understanding and designed to calm and reassure 1.3 Observe and note any signs of distress, anxiety, aggression and apathy 1.4 Look for and note signs of impairment of functioning in individuals and relationships
2. Explore and clarify issues facing the young person and the nature of support sought	2.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him 2.2 Negotiate involvement of other parties as required by young person and worker 2.3 Listen actively and positively to young person’s issues, needs, views and feelings about their issues and accepting support 2.4 Make renewed attempts through appropriately modified approaches or responses where there are communication difficulties 2.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy 2.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support 2.7 Where appropriate, obtain relevant available information from others about the young person’s potential need for

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	support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions
3. Facilitate goal setting and action planning	3.1 Encourage and support the young person to work out their own goals and priorities and to assess feasibility 3.2 Identify and explain in a supportive manner any risks arising from the young person's choices 3.3 Offer further options to the young person without imposition or pressure where appropriate 3.4 Emphasise and negotiate clients' responsibility for determining and achieving their goals 3.5 Encourage clients to identify and prioritise long- and short-term goals based on individual responsibility and personal choice 3.6 Support the young person to develop strategies to act on goals set 3.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals 3.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required
4. Provide targeted assistance and referral	4.1 Discuss availability, type and nature of services and resources in a manner appropriate to the young person's right of choices 4.2 Encourage young person to use services and resources appropriate to their needs in line with legal, statutory and organisational requirements 4.3 Advise the young person about legal and statutory provisions which might affect their situation and confirm young person's understanding of information provided 4.4 Establish systems to ensure information and referral sources within organisation are up-to-date, comprehensive, accurate, accessible and relevant to clients 4.5 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate

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	4.6 Ensure all documentation and reporting is in accordance with organisation procedures
5. Act as an advocate on request	5.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person 5.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone 5.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker 5.4 Explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances and confirm their understanding 5.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

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.

Range of conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. *Range is restricted to essential operating conditions and any other variables essential to the work environment.*	
Context for youth work must include one or more of the following:	• centre-based work • drop-in centres, recreational facilities

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	• housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH010 Provide services for young people appropriate to their needs and circumstances	CHCYTH506B Provide services for young people appropriate to their needs and circumstances	This version was released in CHC Community ServicesTraining Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH010 Provide services for young people appropriate to their needs and circumstances

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- identified and responded to the needs of at least two young people, including:
  - providing information to young person and families
  - listening to young person's issues, concerns and feelings
  - setting goals and planning actions to achieve goals with young person
  - discussing, identifying and encouraging young person to access services
  - referring young person to alternative services
- advocated for at least two young people, including:
  - negotiating goals, role and scope of advocacy work with young person
  - accompanying young person during first stages of service access

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    - representing young person's interests and keeping young person informed of representation processes
- completed all relevant documentation and reports accurately and completely
- communicated with at young person clearly and accurately.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the activity or program
- a range of youth activities and programs
- legal and safety requirements as they relate to activities and programs in youth work
- relevant funding sources
- communication strategies, including negotiation and conflict resolution
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to cooperate in mutual agreement on the activities, outcomes and processes of young people's family members/nominated carers, for the purpose of achieving goals identified in consultation with the young person to address their concerns and/or risks.

This unit applies to community services work in a range of contexts where the young person is considered the primary client.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish relationship with the young person's nominated carer/family members	1.1 Gather necessary information about the background and circumstances of young person and their family/carers with respect for privacy and confidentiality 1.2 Provide information to young person and their family/carers in a factual, clear and ethical manner to promote positive responses 1.3 Identify issues and changes needed to behaviour and relationships of young people and their families/carers 1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their family/carers as secondary clients 1.5 Encourage family members to reflect on their relationships, expectations and personal responsibilities 1.6 Identify obstacles to professional relationships with families/carers 1.7 Record concerns according to the code of conduct and ethics
2. Exchange information with family/carers about young person's needs and/or risks	2.1 Use effective communication and model positive behaviour techniques to encourage active participation and appropriate responses 2.2 Monitor and anticipate behaviour and mood of clients and respond appropriately

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	2.3 Provide clients with clear and relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy 2.4 Analyse own values for impact on attitudes and interactions and to detect and avoid personalising issues, discrimination or stereotyping
3. Determine a mutual approach to addressing the young person's needs	3.1 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes 3.2 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person 3.3 Plan a structured sequence of activities and timetable to achieve client objective within available resources 3.4 Consult team members for feedback on the planned program 3.5 Identify resources needed for continuing work with clients and allocate according to priorities and availability
4. Respond to families'/nominated carers concerns about young person	4.1 Develop trust and address family members'/carers' concerns, including limitations on confidentiality and power differentials between individuals 4.2 Identify and prioritise short- and long-term implications of family/ carer concerns 4.3 Validate family/ carer concerns using a range of checking sources including consultation with the young person as primary client 4.4 Provide information to family members/ carers on a need-to-know basis with respect for young person's privacy 4.5 Negotiate conditions and confirm agreement with families/ carers to encourage commitment, cooperation and mutual action

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	4.6 Identify indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and consider this information in the approach taken 4.7 Encourage family members/ carers to take responsibility for agreement on objectives, targets and outcomes 4.8 Ensure location of client meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients 4.9 Guide clients to maintain positive direction, cooperation, achievements and respect

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Oral communication – in order to engage in collaborative discussions with young people and their families. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH011 Work effectively with young people and their families	CHCYTH511B Work effectively with young people and their families	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence	Not equivalent

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		requirements for assessment.	

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Assessment Requirements for CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks:

- used a range of strategies to empower at least two young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes, including:
    - facilitating the young person's individual expression of needs to families/carers and others
    - using varied communication strategies with young people and families/carers to ensure that opportunities for exploring issues are fair, confidential,and appropriate to the needs of individuals
    - advocating for the needs of young people
- assessed at least two clients' background and behaviour to determine family intervention and youth support processes

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- planned family intervention-based support strategically to achieve service outcomes and priorities for at least one young person.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- principles of communication for specified outcomes, including:
    - empathetic listening
    - meaning and impact of body language
    - eye contact
    - interpreting hidden and complex messages
    - feedback
    - use of reflection, review and debriefing
    - facilitation of interaction and participation
- principles of group dynamics and interaction including:
    - differentials in power
    - empathy/identification
    - trust-building
    - challenging
- rights of children and young people
- ethics and codes of conduct where the young person is the primary client
- privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- understanding of own values and attitudes and their impact on work and relationships.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/CHC.

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CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to develop an agency approach to young people in crisis.

This unit applies to community services work in a range of contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement a framework for preventing crisis situations	1.1 Develop a framework to address prevention and response to critical situations, and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context 1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations 1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel 1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility 1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations
2. Support staff in responding to a crisis	2.1 Establish appropriate protocols for managing potential and actual crisis situations 2.2 Draft and regularly update procedures for the management of crises and communicate to staff and other relevant personnel 2.3 Ensure any crisis management procedures developed are consistent with legal and organisational obligations and constraints 2.4 Allocate resources for prompt and effective response to crisis situations 2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis 2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to workplace health and safety (WHS) and other industrial and legislative requirements
3. Follow-up crisis situations	3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures

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	3.2 Define debriefing procedures and implement routinely 3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness 3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• Writing – in order to develop policies, procedures and reports in line with workplace guidelines. The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH012 Manage service response to young people in crisis	CHCYTH608D Manage service response to young people in crisis	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

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Assessment Requirements for CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented a framework to prevent and respond to crisis situations by:
  - defining circumstances contributing to a crisis situation
  - analysing the legal and statutory requirements
  - identifying and obtaining resources to respond to crisis situations
  - providing information to clients and staff about the organisation’s policies and procedures for dealing with crisis situation
  - supporting staff in responding to crises by providing training and briefings
- followed-up on crisis situations by:
  - maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines

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- effectively communicating with staff, including implementing mediation and negotiation, and conflict resolution/management
- providing feedback to staff members.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- legal and organisational policies relating to safety within the work environment
- relevant specialist support services and resources
- possible factors which contribute to young people entering crisis situations
- methods of crisis intervention including mediation and negotiation
- characteristics of aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour
- other support agencies and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- potential repercussions of inappropriate intervention of worker behaviour.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53.

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CSCOFM007 Protect the safety and welfare of young offenders

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM304A Protect the safety and welfare of young offenders. PC wording revised for clarity, Element 2 re-ordered.

Application

This unit describes the skills required to assess the needs of young offenders in custody and organise their care and protection.

This unit applies to those working with young offenders requiring special supervision in detention.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with young offenders and allocation of offenders to programs.

Those undertaking this unit work with moderate support in roles involving routine tasks with a number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

Offender management

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Unit sector(s)

N/A

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
• **1. Assess the needs of young offenders in custody**	• 1.1 Check and confirm all factors relevant to assessing the needs, risks and circumstances of young offender against all relevant sources. • 1.2 Identify and note immediate concerns and risk factors. • 1.3 Prioritise concerns, risk factors and resources and notify specialist support and referral. • 1.4 Document issues about the welfare of young offenders. • 1.5 Raise concerns during consultation with family members and involve them in assessment of need where suitable.
• **2. Organise the care and protection of young offenders at risk**	• 2.1 Ensure that the personal needs of young offenders are provided for according to resources and priorities. • 2.2 Ensure that special needs and additional support are included in the design of support. • 2.3 Ensure that special needs are referred to specialist support according to referral protocols and procedures. • 2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed risk. • 2.5 Assess the implications for use of a range of options and incorporate in planning and negotiating with young offenders and their supporters. • 2.6 Identify a range of programs for young offenders and provide information and support to access recommended programs.

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	• 2.7 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young offenders to key people and agencies. • 2.8 Comply with processes for monitoring and evaluating participation in programs and support provided by specialist services.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CSCOFM007 Protect the safety and welfare of young offenders	CSCOFM304A Protect the safety and welfare of young offenders	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the requirements of the Standards for Training Packages. PC wording revised for clarity, Element 2 re-ordered.	Equivalent

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Assessment Requirements for CSCOFM007 Protect the safety and welfare of young offenders

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM304A Protect the safety and welfare of young offenders. PC wording revised for clarity, Element 2 re-ordered.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively with young people to identify risks and establish needs
- assessing risks, special needs and developmental levels for young offenders
- checking and confirming with reliable sources inside and outside the organisation the accuracy and relevance of information
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of young offenders, including personal contact
- preserving the rights and responsibilities of young offenders and their safety and welfare
- making conclusions that are clearly based on available information
- clearly establishing expectations and boundaries to young offenders
- documenting information about young offender's welfare in reports that are clear, comprehensive and in the format required by the organisation
- using a range of communication strategies to discover risk factors and consult with family members and specialists
- providing supervision and care, based on assessed risk and justifiable degree of care and concern

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- categories of risk identified in the organisation's risk management plans and relevant to the offender
- procedures and requirements for reporting risks and incidents, and monitoring and evaluating participation in programs by young offenders
- legislation relevant to work role and responsibilities and service guidelines
- potential special needs of young offenders
- organisation's code of conduct, code of ethics and duty of care
- range of specialist support services and programs available to young offenders
- processes for getting advice and assistance when there are problems
- cultural practices that will have an impact on decisions made about what allowances are made and permission given
- resources available for young offenders
- limitations on family involvement in young offender's assessment of need
- special protective strategies
- consequences of options for the safety and protection of young offenders

Assessment Conditions

The knowledge requirements of this unit may be assessed off the job, for example, in a structured learning process, and performance outcomes, which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Valid assessment of this unit requires the range of conditions likely to be encountered by an individual when working with young offenders. Case studies and workplace scenarios must be used to capture the range of situations that may be encountered when working with young offenders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde.

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FNSACC604 Monitor corporate governance activities

Modification History

Release	Comments
1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research corporate governance reporting trends, examine corporate governance standards and practices, and review compliance to develop and implement processes and procedures for meeting corporate governance obligations.

It applies to individuals who use and maintain current and specialised knowledge and analytical skills to provide advice on organisational processes to meet compliance and management requirements.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Accounting

Elements and Performance Criteria

Element	Performance criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish corporate governance standards and practices	1.1 Monitor application of and adherence to professional and legal accounting standards to identify emerging trends and interpretations of statutory and other regulatory requirements 1.2 Research audit reports and practices to assess methodologies and recommendations
2. Identify corporate governance reporting trends	2.1 Analyse organisational practices to identify corporate governance obligations and performance 2.2 Examine queries from statutory and other regulatory authorities for corporate governance failure to assess change effects on internal control procedures 2.3 Assess content and structure of reports, returns and processes for review to evaluate policies being followed by organisation
3. Determine processes for corporate governance adherence	3.1 Analyse and monitor internal control procedures to determine performance indicators for compliance with corporate governance requirements 3.2 Evaluate information technology systems to determine their use and suitability for recording data from operations and transactions for corporate governance obligations 3.3 Establish management processes to support corporate governance 3.4 Establish reporting plans to ensure completion of compliance requirements within scheduled timeframes
4. Review corporate governance compliance	4.1 Assess achievement of performance indicators and review against key result areas 4.2 Monitor compliance preparation processes and review in line with corporate governance requirements 4.3 Analyse failures in compliance to diagnose shortcomings and to remedy processes in line with corporate governance requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**

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Reading	1.1, 1.2, 2.1-2.3, 3.1, 3.2, 4.1	• Accesses and critically analyses complex documentation, including relevant corporate governance legislation, to identify key information relevant to requirements
Writing	3.3, 3.4	• Produces a range of written documentation, matching style of writing to the audience and purpose • Uses clear language, correct terminology, grammar and spelling to convey meaning
Numeracy	1.2, 2.3	• Accurately analyses financial and numerical information embedded in a range of texts and tasks to evaluate requirements
Navigate the world of work	1.1, 1.2, 2.1-2.3	• Ensures currency of knowledge relating to legislation, regulations and policies applicable to governance and professional requirements • Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of changes to legislation or regulations
Interacts with others	1.2, 2.1, 2.2	• Consults with personnel on internal procedures using questioning and active listening to elicit, convey and clarify information
Get the work done	1.1, 2.1-2.3, 3.1-3.4, 4.1-4.3	• Plans, organises, implements and reviews systems and processes to manage compliance with relevant regulations and legislation • Takes responsibility for planning, sequencing and prioritising complex tasks and own workload for efficiency and effective outcomes • Uses systematic analytical problem-solving processes in complex, routine and non-routine situations, gathering information and identifying and evaluating options against criteria • Evaluates the effectiveness of systems and processes to inform decisions on how to implement improvements • Recognises and anticipates a range of problems, implementing contingency plans when appropriate

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		• Recognises opportunities to develop and apply new ideas • Uses a range of digital technologies to access, extract and share relevant information to achieve required outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FNSACC604 Monitor corporate governance activities	FNSACC604A Monitor corporate governance activities	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for FNSACC604 Monitor corporate governance activities

Modification History

Release	Comments
1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research corporate governance reporting trends
- determine processes for monitoring corporate governance adherence
- examine and review corporate governance standards and practices following:
    - professional accounting standards
    - organisational policy and procedures
    - statutory and regulatory requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- access and accurately interpret authority regulations and requirements
- identify and explain the key features of current financial legislation, and statutory and regulatory requirements
- explain the current formats required for submission of statutory returns
- discuss ethical considerations relating to compliance and governance
- outline the key management processes that support corporate governance
- identify and explain the forms and functions of employee records
- identify and explain the key principles of:
    - internal control
    - valuation and common methods of depreciation
- discuss the significance of performance indicators and key result areas relevant to monitoring corporate governance activities.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the accounting field of work and include access to:

- common office equipment, technology, software and consumables
- an integrated financial software system and data
- corporate governance documentation and organisational operational policy and procedures information.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe.

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FSKDIG02 Use digital technology for simple workplace tasks

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to use digital technology to undertake simple workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 2 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Digital Technology

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare to use digital technology	1.1 Identify simple workplace task 1.2 Identify appropriate digital technology for the task 1.3 Interpret simple workplace information and terminology
2. Complete simple workplace task	2.1 Interpret simple written and pictorial instructions to access and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Selects appropriate digital technology for the task
Oral communication		• Discusses performance with trainer or supervisor

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKDIG02 Use digital technology for simple workplace tasks		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for FSKDIG02 Use digital technology for simple workplace tasks

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete simple workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178.

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FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to use digital technology to undertake routine workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 3 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Digital Technology

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Prepare to use digital technology	1.1 Identify routine workplace tasks 1.2 Identify appropriate digital technology for the task 1.3 Interpret routine workplace information and terminology
2. Complete routine workplace task	2.1 Interpret routine information from a range of sources to access and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Takes responsibility for organising digital technology for the task
Oral Communication		• Discusses tasks with supervisor, manager or mentor

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKDIG03 Use digital technology for routine workplace tasks		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete routine workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Link

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FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to identify routine workplace problems and strategies to respond to the problems.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Learning

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to respond to workplace problems	1.1 Identify routine workplace problems 1.2 Investigate a range of strategies for responding to workplace problems
2. Propose problem solving strategies	2.1 Identify a potential workplace problem 2.2 Identify factors contributing to the selected workplace problem 2.3 Propose appropriate problem solving strategies
3. Review problem solving strategies	3.1 Seek feedback from appropriate person 3.2 Record and review feedback 3.3 Revise strategies as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Writing		• Records feedback from trainer or supervisor
Oral Communication		• Discusses problem-solving strategies with trainer or supervisor
Problem Solving		• Identifies problems and plans strategies for responding to them
Planning and Organising		• Develops strategies to respond to problems

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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FSKLRG09 Use strategies to respond to routine workplace problems		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- identify workplace problems
- propose appropriate strategies to respond to problems
- respond to feedback as appropriate

Evidence must be collected using routine workplace tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- factors contributing to routine workplace problems
- a range of strategies for problem solving
- sources of advice and feedback.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

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FSKLRG11 Use routine strategies for work-related learning

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a formal learning plan to participate in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway and/or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Learning

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for learning	1.1 Identify work-related learning goals 1.2 Investigate a range of formal and informal learning pathways 1.3 Investigate a range of approaches to achieve goal 2.4 Identify potential barriers to learning
2. Use strategies for learning	2.1 Identify a preferred approach to achieving work-related learning goals 2.2 Identify strategies to address barriers to achieving learning goals 2.3 Propose routine learning strategies to achieve learning goal 2.4 Create and use a learning plan to implement strategies
3. Review own learning progress	3.1 Monitor progress against the plan 3.2 Seek feedback from an appropriate person 3.3 Identify areas for further learning and training

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading		• Interprets and evaluates information related to learning pathways
Oral Communication		• Discusses progress with trainer/supervisor
Planning and Organising		• Develops a learning plan

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKLRG11 Use routine strategies for work-related learning		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for FSKLRG11 Use routine strategies for work-related learning

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- develop a plan for own learning pathway
- review own progress.

Evidence must be collected using typical work-related tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies for learning
- own learning goals
- education and training requirements for learning pathway options.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

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FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge to interpret and calculate whole numbers, routine fractions, decimals and percentages.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Numeracy

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret routine mathematical information	1.1 Select and interpret mathematical information that may be partly embedded in routine workplace tasks and texts 1.2 Interpret and comprehend whole numbers and routine or familiar fractions, decimals and percentages including familiar rates
2. Undertake routine mathematical processes	2.1 Perform calculations which may involve a number of steps 2.2 Calculate with whole numbers and routine or familiar fractions, decimals and percentages 2.3 Convert between equivalent forms of fractions, decimals and percentages 2.4 Apply order of operations to solve multi-step calculations 2.5 Apply problem solving strategies
3. Check and communicate results	3.1 Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task 3.2 Use formal and informal mathematical language and symbolism to communicate the result of the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Learning		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- interpret and use common fractions, decimals and percentages in real situations
- choose the appropriate operations to solve real life mathematical problems
- perform calculations involving fractions, decimals and percentages.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- place value and use of zero
- relationship between operations
- order of operations
- relationship between fractions, decimals and percentages.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

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Link

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FSKOCM07 Interact effectively with others at work

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to interact effectively with others – external clients and internal staff, such as giving or responding to spoken instructions, responding to customer queries and complaints, negotiating with co-workers and management, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Oral Communication

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to interact with others at work	1.1 Identify the audience and purpose of the interaction 1.2 Identify the oral communication strategies for spoken interaction
2. Participate in interactions with others at work	2.1 Use oral communication strategies to communicate effectively 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication strategies
3. Review own performance	3.1 Seek feedback on effectiveness of interaction with others at work 3.2 Evaluate own performance to identify strategies for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKOCM07 Interact effectively with others at work		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for FSKOCM07 Interact effectively with others at work

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- participate in spoken interactions appropriate to audience and purpose
- review own performance to identify areas for improvement.

Evidence must be collected using spoken interactions typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies for spoken interactions
- non-verbal communication for spoken interactions
- grammar, vocabulary and pronunciation for spoken interactions.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

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Link

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FSKRDG10 Read and respond to routine workplace information

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to interpret and respond to information in routine workplace texts in printed or digital format, such as instruction manuals, reports, emails, brochures, work instructions, spreadsheets.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Reading

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read routine workplace texts	1.1 Identify the text type 1.2 Identify audience and purpose of text 1.3 Identify the text features
2. Interpret information in routine workplace texts	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology in texts 2.3 Use reading strategies to locate and interpret relevant information 2.4 Use critical reading skills to interpret information
3. Confirm understanding and respond to routine workplace texts	3.1 Check that information in routine workplace texts has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKRDG10 Read and respond to routine workplace information		This unit has been created to address a skill or task required	Newly created

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		by industry that is not covered by an existing unit of competency	

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Assessment Requirements for FSKRDG10 Read and respond to routine workplace information

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- interpret information in routine workplace texts
- respond appropriately to information in routine workplace texts.

Evidence must be collected using routine workplace texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of routine workplace texts
- some specialised terminology in routine workplace texts
- reading strategies to interpret information in routine workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

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FSKWTG06 Write simple workplace information

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to write simple workplace texts which may be in printed or digital format, such as incident or accident reports, purchase orders, brief shift notes, emails, messages, or WHS records.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Writing

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write simple workplace texts	1.1 Identify the audience and purpose of workplace text 1.2 Identify text features 1.3 Plan to write text
2. Use drafting strategies to write simple workplace texts	2.1 Identify drafting strategies to use when writing simple workplace text 2.2 Write text using appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise simple workplace texts	3.1 Check draft text 3.2 Seek advice and assistance from supervisor or trainer on draft where required 3.3 Finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading		• Reads fields or questions on formatted texts
Oral Communication		• Confirms trainer or supervisor that text is appropriate to audience and purpose

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKWTG06 Write simple workplace information		This unit has been created to address a skill or task required by industry that is not	Newly created

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		covered by an existing unit of competency	

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Assessment Requirements for FSKWTG06 Write simple workplace information

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- write simple workplace texts appropriate to audience and purpose
- review drafts to revise and finalise simple workplace texts.

Evidence must be collected using simple texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of simple workplace texts
- writing strategies – planning, drafting, reviewing – for simple workplace texts
- grammar and vocabulary for simple workplace texts
- writing conventions for simple workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178.

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FSKWTG09 Write routine workplace texts

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit is broad in focus. It describes the skills and knowledge required to write routine workplace texts and could be used for a variety of writing types and purposes, including letters and emails, instructions, incident or accident reports, online forms, formatted job reports - in printed or digital form.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Writing

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write routine workplace texts	1.1 Identify the audience and purpose of routine workplace text 1.2 Identify text features 1.3 Plan to write text
2. Draft routine workplace texts	2.1 Use drafting strategies to write routine workplace text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary 2.4 Use appropriate writing conventions
3. Review and finalise routine workplace texts	3.1 Review text 3.2 Revise and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading		• Reads required fields and/or questions on formatted texts
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKWTG09 Write routine workplace texts		This unit has been created to address a skill or task required by industry that is not	Newly created

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		covered by an existing unit of competency	

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Assessment Requirements for FSKWTG09 Write routine workplace texts

Modification History

Release	Comments
1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- write routine workplace texts appropriate to audience and purpose
- review drafts to revise and finalise routine workplace texts.

Evidence must be collected using routine texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of a range of routine workplace texts
- writing strategies – planning, drafting, proofing, reviewing – to complete routine workplace texts
- grammar and vocabulary for routine workplace texts
- writing conventions for routine workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178.

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HLTAAP001 Recognise healthy body systems

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Work with information about the human body	1.1 Correctly use and interpret health terminology that describes the normal structure, function and location of the major body systems

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	1.2 Correctly use and interpret information that relates to the interrelationships between major components of each body system and other structures
2. Recognise and promote ways to support healthy functioning of the body	2.1 Review factors that contribute to maintenance of a healthy body 2.2 Evaluate how the relationships between different body systems affect and support healthy functioning 2.3 Enhance quality of work activities by using and sharing information about healthy functioning of the body

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAAP001 Recognise healthy body systems	HLTAP301B Recognise healthy body systems in a health care context	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

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Assessment Requirements for HLTAAP001 Recognise healthy body systems

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

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:

- worked effectively with information about the human body and its healthy functioning in at least 3 different situations

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:

- basic structure and functions of the body systems and associated components, including:
    - cells, tissues and organs
    - cardiovascular system
    - respiratory system
    - musculo-skeletal system
    - endocrine system
    - digestive system
    - urinary system
    - reproductive system
    - integumentary system
    - lymphatic system
    - nervous system, including sensory systems – eye and ear
    - the special senses – smell, taste, vision, equilibrium and hearing
    - immune system
- processes, conditions and resources required by the body to support healthy functioning

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- body regulation including:
  - maintenance of body temperature
  - fluid and electrolyte (including PH) balance
  - elimination of wastes from the body
  - maintenance of blood pressure
- protection from infection
- physical activity – active and passive

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 client health information
- modelling of industry operating conditions, including integration of problem solving activities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTAAP002 Confirm physical health status

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to obtain and interpret information about client health status and to check a client's physical health. It requires a detailed knowledge of anatomy and physiology.

This unit applies to individuals working directly with clients and who assist in the provision of health care services. Some disciplines may be subject to state/territory regulatory determination regarding delegation and supervision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Obtain information about physical health status	1.1 Obtain accurate information about physical health status through observation, questioning or review of documentation 1.2 Interpret information based on understanding of the structure and functioning of body systems 1.3 Use information to identify any actual or potential problems regarding health status 1.4 Take into account factors that may have impacted on an identified physical condition
2. Check physical health status	2.1 Make checks of client health status prior to delivery of health intervention using knowledge of body systems 2.2 Clarify significance of physical health status in relation to a particular intervention in line with job role and organisation requirements 2.3 Clarify implications and significance of physical health status with appropriate people in the case of uncertainty or limits on own capability or authority
3. Identify variations from normal physical health status	3.1 Identify variations from normal health status using standard methods and protocols 3.2 Identify potential factors responsible for significant variations from normal health status 3.3 Identify potential risk factors associated with variations from normal health status 3.4 Recognise and refer potentially serious issues in line with organisation requirements

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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAAP002 Confirm physical health status	HLTAP401B Confirm physical health status	This version was released in HLT Health Training Package release 2.0 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	Not equivalent

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Assessment Requirements for HLTAAP002 Confirm physical health status

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

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:

- obtained, correctly interpreted and used anatomical and physiological client information to check the physical health status of at least 3 different people presenting with different conditions

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:

- role responsibilities and limitations for different members of the care team in relation to checking client health status
- concepts underpinning human anatomy and physiology, including:
    - levels of structural organisation of body systems
    - human life processes
    - homeostasis and the relationship between homeostatic imbalance and disease
- structure and function of human body systems and their interactions:
    - cells, tissues and organs
    - cardiovascular system
    - respiratory system
    - musculo-skeletal system
    - endocrine system
    - digestive system
    - urinary system
    - reproductive system
    - integumentary system

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    - lymphatic system
    - nervous system, including sensory systems – eye and ear
    - the special senses – smell, taste, vision, equilibrium and hearing
    - immune system
- anatomical and medical terminology:
    - when referring to the human body
    - when taking measurements in different body systems
- common disorders, problems and complaints and their signs and symptoms, associated with each body system and its components relevant to the area of work
- basic pharmacology in relation to cautions and contraindications for relevant health procedures
- causes of disease – physical, mental and emotional, and key features of each cause:
    - pathogens
    - inherited genetic conditions
    - trauma, toxins and other environmental hazards
    - nutritional factors
    - impacts caused by health interventions (iatrogenic)
    - degenerative changes in vital organ systems
    - the loss of normal control mechanisms such as the uncontrolled growth of cancer cells
- major types of cellular adaptation
- processes of metabolism, nutrition, body temperature regulation, biological maturation, inheritance and ageing
- Oral health disease of the mouth and teeth including edentulous (no-natural teeth) and dentate (having natural teeth)
- variations from normal functioning and appropriate responses in terms of:
    - referral to an appropriate medical, dental, nursing or allied health professional
    - provision of appropriate health/dental care services

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 client health information
- modelling of industry operating conditions, including:
    - analysis of health information of real people

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- integration of problem solving activities

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTAHA001 Assist with an allied health program

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* 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. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to provide basic assistance to an allied health professional.

This unit applies to allied health assistants working in a health or community context. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular (direct, indirect or remote) supervision of an allied health professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Provide relevant information to clients	1.1 Adhere to confidentiality policies at all times 1.2 Provide basic accurate information to clients regarding allied health services
2. Prepare for therapy session	2.1 Confirm and discuss therapy and treatment plans and programs with supervising allied health professional 2.2 Obtain information from relevant sources according to organisation policies and supervising allied health professional 2.3 Check resources and equipment required for therapy program to ensure suitability and working order 2.4 Recognise and minimise environmental hazards in accordance with organisation requirements 2.5 Prepare the client for therapy under direction of supervising allied health professional
3. Provide assistance with therapy session	3.1 Assist with therapy tasks according to instructions of allied health professional 3.2 Maintain general therapy precautions 3.3 Seek clarification and feedback 3.4 Take appropriate actions to ensure comfort, safety and privacy of the client 3.5 Reinforce, clarify and explain therapy goals to clients under supervision of allied health professional 3.6 Support and coach clients to achieve identified therapy goals under supervision of allied health professional 3.7 Deal with accidents and incidents appropriately and report to the supervising allied health professional

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4. Use therapy equipment correctly and safely	4.1 Use equipment according to manufacturer and instructions set by supervising allied health professional 4.2 Follow work health and safety (WHS) guidelines for particular pieces of equipment
5. Feedback appropriate therapy information to supervising allied health professional	5.1 Pass on significant information to appropriate supervising allied health professional 5.2 Document information according to organisation policy and procedures
6. Assist in the design and construction of simple therapy materials and equipment	6.1 Assist the allied health professional to identify gaps in therapy material resources and develop solutions 6.2 Update therapy materials on a regular basis as instructed 6.3 Construct aids and adaptations in accordance with allied health professional's instructions
7. Complete required administrative duties	7.1 Maintain statistics in accordance with organisation policies and procedures 7.2 Maintain stock levels in accordance with organisation policies and procedures 7.3 Book in clients for appointments in accordance with organisation policies and procedures
8. Work with a primary health care approach	8.1 Support and facilitate the involvement of the client and the community in the planning and provision of services according to instruction of supervising allied health professional 8.2 Promote good health and a preventive approach to maintaining health as part of own work role 8.3 Demonstrate recognition of and support for the importance of access and equity in provision of health services in line with own work role 8.4 Reflect evidence based practice in own provision of health care services

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA001 Assist with an allied health program	HLTAH301C Assist with an allied health program	This version was released in HLT Health Training Package release 2.0 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. Minimum work hours added. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for HLTAHA001 Assist with an allied health program

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* 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. Minimum work hours added. Significant change to knowledge evidence.

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:

- assisted with 3 allied health programs, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

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:

- client individualised plans, goals and limitations of therapy
- roles, responsibilities and limitations of self and other allied health team members including nursing, medical and other personnel
- therapy tasks and programs associated with particular client population
- how to assess client readiness for therapy and whether there are changes that might affect the appropriateness of the prescribed therapy
- allied health resources available for client population
- appropriate use of allied health equipment and resources
- organisation policy and procedures in relation to:
    - infection control

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    - work health and safety:
        - manual handling, including identification and control of manual task risk factors
    - other specific organisation procedures, including supervisory and reporting protocols
- differences between occupational therapy, physiotherapy and speech pathology and related therapy techniques
- basic human behaviour and social and interpersonal behaviour
- concepts of holistic health as wellbeing, rather than focusing on disease or its absence
- determinants of health, including:
    - housing
    - education
    - nutrition
    - communication

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the allied health professional.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and any relevant equipment outlined in the plan
    - relevant organisation policies and procedures

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHA013 Provide support in dysphagia management

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist a speech pathologist to support clients participating in therapy programs to improve swallowing and/or to maintain independence in the management of dysphagia.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Prepare for support of treatment and monitoring programs to promote safe swallowing and eating	1.1 Obtain information about requirements from the speech pathologist 1.2 Determine need for interpreter where required 1.3 Confer with speech pathologist about any ambiguities or requirements outside scope of role and responsibilities as defined by the organisation
2. Deliver therapeutic program under supervision of speech pathologist	2.1 Obtain consent from the individual client, or a third party where the individual is not in a position to provide this consent independently, before commencing the program 2.2 Confirm client/carer's understanding of requirements of the therapeutic program 2.3 Provide mealtime assistance to client, under instruction of speech pathologist, including the reinforcement of positioning and strategies to support safe swallowing and maximum level of independence of eating and drinking 2.4 Prepare texture modified foods and fluids as determined by the speech pathologist and in accordance with the food safety program of the organisation 2.5 Provide the client with relevant information and advice, as instructed by the speech pathologist, at a level and pace appropriate to the client's level of understanding, culture and background, preferred way of communication and need 2.6 Refer questions outside scope of role and responsibilities as defined by the organisation to speech pathologist and/or relevant member of health care team 2.7 Provide client with sufficient time, opportunity and encouragement to practise existing and newly developed skills 2.8 Provide set up and support of the client during assessment of swallowing, performed by speech pathologist

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	2.9 Carry out supplementary treatment programs as instructed by the speech pathologist 2.10 Identify adverse reactions/events associated with dysphagia and respond according to the detailed risk management framework
3. Monitor client's management of dysphagia in consultation with speech pathologist and care team	3.1 Work with the speech pathologist, care team and the individual to identify and record areas of positive progress and success and specific difficulties arising 3.2 Reinforce constructive feedback and advice provided by the care team about the client's approach and ability to manage their dysphagia 3.3 Support and encourage client to maintain and enhance their efforts to manage dysphagia 3.4 Reinforce the benefits of continuing to practice and develop skills and knowledge for dysphagia management 3.5 Identify adverse reactions and/or events associated with dysphagia and respond according to the detailed risk management framework
4. Comply with supervisory requirements	4.1 Refer to speech pathologist when additional input from health professional is required 4.2 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge 4.3 Report client difficulties to the supervising allied health professional for advice before continuing the program 4.4 Participate in supervision processes with the treating allied health professional in accordance with organisational protocol
5. Document client information	5.1 Use accepted protocols to document information relating to the treatment program in line with organisation requirements 5.2 Provide accurate and prompt feedback to the speech pathologist and client's care team to support future planning 5.3 Use appropriate terminology to document symptomatic expression of identified problems related to the therapeutic exercise program

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Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA013 Provide support in dysphagia management	HLTAH411C Provide support in dysphagia management	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for HLTAHA013 Provide support in dysphagia management

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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:

- delivered therapeutic support and skill development for 3 clients with dysphagia, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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, manages tasks and manage contingencies in the context of the work role. This includes knowledge of:

- secondary complications of dysphagia and an awareness of risk management protocols in response to adverse reactions/events
- basic anatomy and physiology of body systems pertaining to structures affecting eating and swallowing
- normal processes of eating and swallowing and changes to swallowing that occur over the lifespan
- organisation food safety program and procedures
- postures and positioning for safe swallowing
- techniques used in assessment of eating and swallowing, including:
    - bedside assessment

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    - video fluoroscopy
- disorders of eating and swallowing that may arise from:
    - acquired injury and disease
    - congenital abnormalities
    - degenerative disease
    - developmental delay
- legal and ethical considerations relevant to allied health:
    - duty of care
    - informed consent
    - work health and safety (WHS):
        - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the speech pathologist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA302D/HLTNA304D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assist with the planning and evaluating appropriate meals and menus based on the Australian Dietary Guidelines, and other dietary guidelines, in consultation with a dietitian to meet the nutritional needs of individuals within client groups. It involves the selection and planning of balanced meals, general menu planning principles and the development and evaluation of menus.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the nutrients and food group serves recommended for good health for client groups	1.1 Categorise foods according to food groups, identifying key nutrients by each food group and individual foods within that group 1.2 Identify recommended serves of various food groups for client group, in consultation with a dietitian
2. Plan and develop menus in accordance with relevant dietary guidelines	2.1 Plan menus according to menu planning principles 2.2 Select food preparation and cooking methods in consultation with food production personnel to maintain maximum nutritional value of foods 2.3 Plan meals and menus to minimise nutrient imbalance, incorporating relevant dietary guidelines 2.4 Plan meals and food group serves to meet the nutritional needs of individuals within client groups 2.5 Discuss and confirm menu plans with the dietitian
3. Identify food-related cultural and religious needs of client groups	3.1 Identify client group, use correct terminology and observe cultural customs 3.2 Consider cultural groups and general characteristics of their cuisine 3.3 Identify dietary regimes and factors associated with cultural and religious groups that may influence food choices 3.4 Plan and modify meals and menus to meet specific cultural and religious needs of client group in line with organisational guidelines

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4. Evaluate meals and menus	4.1 Follow processes defined by dietitian to evaluate meals and menus to ensure they meet nutritional requirements of client groups 4.2 Follow processes defined by dietitian to evaluate meals and menus to ensure they meet cultural and religious needs of the clients 4.3 Follow processes defined by dietitian to evaluate meals and menus to ensure client satisfaction 4.4 Evaluate meals and menus to ensure feasibility of production in relation to equipment, time and skills as well as budgetary constraints 4.5 Make adjustments to menu according to findings and the dietitian's directions

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines	HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA302D/HLTNA304D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and	Not equivalent

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		frequency requirements. Minimum work hours added. Significant change to knowledge evidence.	
HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines	HLTNA304D Plan meals and menus to meet cultural and religious needs	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA302D/HLTNA304D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTNA302D/HLTNA304D. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 (under the direction of a dietitian):

- planned, developed and evaluated menus for 3 client groups, 1 in a simulated environment and 2 in the workplace, based on organisational food, nutrition and special diet guidelines or the *Australian dietary guidelines* for provision of appropriate food for client groups(s)
- planned and modified meals and menus for at least 2 clients with specific cultural and/or religious food-related requirements in a simulated environment
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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 include knowledge of:

- relevant organisational food, nutrition and special diet guidelines
- *Australian dietary guidelines*
- cooking methods and equipment
- food preparation and food service systems
- principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration

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- common fluid and food restrictions
- costing procedures
- how to recognise malnutrition
- policy and procedures in relation to:
    - infection control and food safety program as they relate to assisting with meals, menus and dietary guidelines
    - other specific organisation policies or procedures, including supervisory and reporting protocols
- range of menus and menu items
- standardised recipes
- various cultural and religious requirements in relation to food, relevant to the profile of the community served by the organisation including:
    - halal
    - types of vegetarianism (ovo-lacto, lacto or vegan)
    - kosher
- legal and ethical considerations relevant to allied health:
    - privacy, confidentiality and disclosure
    - work health and safety (WHS)

Assessment Conditions

The following aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian:

- plan, develop and evaluate one menu based on organisation food, nutrition and special diet guidelines or the *Australian dietary guidelines* for provision of appropriate food for client

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - food safety standards and procedures
    - manufacturers' manuals and recommendations for equipment
    - food packaging and storage requirements
    - work plan
    - menu planning tools
    - individualised plans and any relevant equipment in the plan

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to modify meals and menus to meet the nutrition requirements of specific client groups and monitor this against the individualised plans.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*The Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify conditions and specific needs of client groups	1.1 Identify the conditions commonly encountered by the client group requiring an individualised plan or dietary modification 1.2 Identify groups at risk of nutritional deficiencies and nutrient imbalance contributing to common lifestyle diseases and disorders 1.3 Identify dietary factors associated with common lifestyle diseases and/or diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies 1.4 Identify special nutritional and dietary needs for conditions encountered by the client group 1.5 Report dietary and nutrition issues and needs to the dietitian
2. Modify meals and menus according to individualised plan	2.1 Consult with dietitian to address the identified risks and needs of client groups 2.2 Modify meals and menus to meet the nutritional and dietary needs of the client group using relevant guidelines 2.3 Assess meals and menus for their suitability for texture modification to meet special nutritional and dietary needs, using relevant guidelines 2.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using relevant guidelines 2.5 Provide information regarding individualised plan to client when appropriate and as directed by dietitian or relevant health professional
3. Monitor and report on client status and acceptance of individualised plan	3.1 Provide feedback about changes to, needs, food preferences and individualised plan to food services and to dietitians

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	3.2 Report the acceptability, tolerance and consumption of meals by the client to the dietitian or relevant health professional 3.3 Identify problems which may affect the client's ability to eat or drink to the dietitian and/or other relevant health professional, according to organisation policies and procedures 3.4 Provide feedback on consistently poor client meal choices to the dietitian 3.5 Follow systems designed by a dietitian to monitor, document on client nutritional status 3.6 Monitor the nutrition status of clients using standard and validated tools and nutritional indicators 3.7 Report the progress of client nutritional status to the dietitian, and/or other health professional according to organisational protocols and timeframes

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans	HLTNA303D Plan and modify meals and menus according to nutrition care plans	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.	

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Assessment Requirements for HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.

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 (under the direction of a dietitian):

- planned and modified meals and menus according to at least 3 individualised plans, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- *Australian dietary guidelines* and other relevant guidelines
    - cooking methods and equipment
    - food preparation and food service systems
    - principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- common fluid and food restrictions
- texture modification
- oral nutrition support products and enteral feeds

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- aspects of physical and mental condition, which might affect a client' ability to eat and/or feed oneself, including:
    - arthritis
    - broken bones
    - confusion
    - pain
    - poor dentition
    - pressure sores
    - recovery from stroke
    - swallowing problems
- range of menus and menu items
- various cultural requirements in relation to food, relevant to the profile of the community served by the organisation

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - food safety and standards and procedures
    - manufacturers' manuals and recommendations for equipment
    - food packaging and storage requirements
    - work plan
    - individualised plans and any relevant equipment outlined in the plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHA021 Assist with screening and implementation of therapeutic diets

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess nutritional requirements of clients and participate in the implementation of therapeutic diets.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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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. Assist with basic nutrition risk screening	1.1 Confirm the client group for screening with a dietitian 1.2 Use the organisation's established screening documentation to gather client information 1.3 Consult with other appropriate staff before conducting the screening 1.4 Explain the screening purpose and process to the client and seek feedback to determine their understanding 1.5 Conduct the screening using language appropriate to the client's needs 1.6 Seek appropriate assistance if client participation issues arise
2. Use screening results to determine nutritional risk according to organisation protocol	2.1 Use screening results to determine level of risk for clients 2.2 Inform dietitian of at risk clients in a timely manner and according to organisation protocols 2.3 Implement re-screening 2.4 Complete screening forms and organise screening information
3. Provide nutrition support services for at risk clients under supervision of a dietitian and organisation protocol	3.1 Select appropriate nutrition support item or services 3.2 Implement nutrition intervention and communicate with food services 3.3 Prepare nutrition support item

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4. Comply with supervisory requirements	4.1 Provide all assistance according to the instruction of dietitian and the individualised plan 4.2 Provide feedback to the dietitian regarding client progress 4.3 Seek client feedback about the tolerance of the nutrition support intervention and feedback to dietitian 4.4 Seek assistance when client presents with needs or signs outside limits of own authority or competence 4.5 Report client difficulties and concerns to the dietitian 4.6 Implement variations to the individualised plan under the direction of the dietitian
5. Clean and store materials and equipment	5.1 Use and clean any equipment according to manufacturer's requirements 5.2 Store materials and equipment according to manufacturer's requirements and organisation protocols 5.3 Report equipment problems or faults to appropriate person
6. Document client information	6.1 Use accepted protocols to report information in line with organisation requirements 6.2 Use appropriate terminology to document client response to screening 6.3 Maintain client records, according to organisation requirements

Foundation Skills

The Foundation Skills describe those required skills (such as 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.

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA021 Assist with screening and implementation of therapeutic diets	HLTAH415C Assist with the screening of dietary requirements and special diets	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for HLTAHA021 Assist with screening and implementation of therapeutic diets

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite. Significant change to knowledge evidence.

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 (under the direction of a dietitian):

- assisted with nutrition screening of 3 clients, 1 in a simulated environment and 2 in the workplace
- prepared and/or provided nutrition support services, including preparing dietary supplements, to 3 clients, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

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:

- principles of:
    - the impact of diet on health
    - fluid intake
    - rehabilitation
    - an individualised plan
- significance of nutritional risk indicators, including
    - weight loss
    - weight gain

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    - appetite
    - bowel function
    - biochemical indicators
    - allergies and intolerances
    - swallowing issues
- organisation policies and procedures in relation to:
    - screening and assessment
    - other specific organisation policies or procedures, including supervisory and reporting protocols
- supplements, including supplement equivalents, and their use
- special diets and their importance to a client's health, including:
    - texture modified diets (TMDs) and national standards for TMD
    - high energy
    - high protein
    - modified salt, protein or potassium
    - diets for food intolerances including gluten free, fructose malabsorption, and lactose free
- workings and protocols of the food service system
- legal and ethical considerations relevant to allied health:
    - privacy, confidentiality and disclosure
    - work health and safety:
        - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - food safety and standards and procedure
    - manufacturers' manuals and recommendations for equipment
    - food packaging and storage requirements
    - screening forms
    - nutrition supplements

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- individualised plans and any relevant equipment outlined in the plan

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the required knowledge and skills for primary health care workers to assist Aboriginal and/or Torres Strait Islander clients and communities to understand their rights and communicate their needs within a self-determination framework. This includes the use of interpreter and translation services to liaise with service providers to enable clients to access a range of health services. This unit does not assume the individual worker has interpretation and/or translation qualifications to provide these services themselves.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify the rights, needs and options available to the client	1.1 Use culturally appropriate and safe communication to assist the client to identify their needs in relation to health issues and services 1.2 Support client to identify needs that are not being met by existing services or supports 1.3 Provide client with information about their rights and options for meeting their needs 1.4 Assist client to identify their preferred option and negotiate other options, as required
2. Assist the client to present their own needs	2.1 Assist client to make contact with relevant persons and agencies 2.2 Provide client with information and support them to present their rights and needs 2.3 Encourage client to communicate in their preferred language, and provide support as required 2.4 Assist client to put their views to relevant persons and agencies to meet their needs as required 2.5 Follow organisational procedures to arrange for interpreting and translation services as requested or required by clients

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3. Advocate for the client when self-advocacy is not possible	3.1 Identify relevant individuals or agencies and contact them about the specific issue 3.2 Clearly represent the client's point of view to those involved 3.3 Use clear, appropriate and accessible language that values and respects each individual 3.4 Discuss progress and outcomes with client 3.5 Use translation and interpretation services to ensure the client's understanding and involvement in the process, as required 3.6 Maintain client confidentiality at all times when communicating client information
4. Liaise with health service providers to meet client and community needs	4.1 Inform multidisciplinary health service teams of ongoing and/or changing individual and community needs and issues that may impact on service provision 4.2 Communicate local community values, beliefs and gender roles to service providers, as required 4.3 Explain to service providers, as required, the role of traditional healers in the community 4.4 Consult health service providers about the organisation and delivery of health services in the community 4.5 Undertake consultation to provide clients with reasonable and timely access to general and specialist health services required outside their own community
5. Promote the rights, needs and interests of the client	5.1 Regularly discuss rights and needs of clients with other workers and supervisor 5.2 Make suggestions to other workers and supervisor about ways to improve services to clients 5.3 Implement changes as required

Foundation Skills

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

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Reading	• in order to interpret and synthesise information and provide to client

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members	HLTAHW303B Advocate for the rights and needs of community members	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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Assessment Requirements for HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:

- supported Aboriginal and/or Torres Strait Islander clients and/or groups to identify, clarify and present their rights and needs on at least three occasions by:
    - - using culturally safe and appropriate communication skills to work effectively with Aboriginal and/or Torres Strait Islander clients
    - - identifying avenues for addressing each client's issues and/or concerns and/or improving services provided
    - - supporting individual clients to express themselves in culturally appropriate and safe ways to service providers to access services
    - - supporting individual clients to use their preferred language to communicate

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- - advocating on behalf of clients and/or community groups where they were unable to express individual or collective concerns.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies, guidelines and procedures and legislation or regulations relating to:
  - - client confidentiality
  - - referral, including various levels of urgency, and follow-up of client
  - - mandatory reporting
  - - notifiable communicable diseases
  - - limits of own ability and authority
  - - reporting procedures
  - - documentation
- a basic understanding of:
  - - Charter of Human Rights of the Child
  - - Child Protection Legislation
  - - Domestic Violence Legislation
  - - Anti-discrimination Legislation
  - - Centrelink and Veteran Affairs Guidelines
- referral options and resources available to community members
- existing program policy
- interpreter and/or translation services available within local and regional areas
- language or languages, written and/or spoken, as required within the community and workplace
- medical terminology relevant to the workplace
- communication style and culture of the client, caregiver and health service provider.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre

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- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW023 Plan, develop and evaluate health promotion and community development programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the required skills and knowledge to organise, deliver and evaluate a health promotion program to address identified needs in Aboriginal and/or Torres Strait Islander communities. This unit includes designing, structuring and evaluating the effectiveness of health promotion activities for Aboriginal or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Plan and research health promotion and community development programs	1.1 Consult community representatives and key people to identify community health needs and concerns 1.2 Assess information to identify key stakeholders, community health trends and ethical considerations 1.3 Undertake appropriate research and identify community development opportunities 1.4 Consider and respect community values and beliefs, gender roles and taboos in researching community health needs 1.5 Identify and access relevant existing resources (human, financial and physical) for use in health promotion and community development programs 1.6 Create a process for key representatives of the community and any related agencies or organisations to be consulted in the plan development 1.7 Ensure health promotion and programs have a holistic, culturally sensitive approach and support the community in taking a self-determination approach to health 1.8 Prepare proposals (or submissions) as required to address any additional resource requirements, including funding 1.9 Identify evaluation processes and criteria to be used for critiquing health promotion programs

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2. Develop a health promotion and community development program	2.1 Develop health promotion strategies in partnership with key representatives of the community and any related agencies or organisations 2.2 Develop goals, actions and key performance indicators for health promotion and community development activities 2.3 Identify appropriate delivery strategies according to the needs of the target group, location and health issues 2.4 Provide relevant information to health services, work team and community 2.5 Access, adapt or develop resources (human, financial and physical) as required to suit the needs of the health issue, audience and program delivery context 2.6 Document plans for health promotion and community development according to organisational procedures and policies
3. Deliver a health promotion and community development program	3.1 Provide health care and community development programs to the community in ways that are consistent with Aboriginal and/or Torres Strait Islander community values and beliefs 3.2 Integrate and implement health screeningsand implement on own practice to enhance understanding work team and communityeeds, concerns and resource availability, surveillance and education activities into the programs, as appropriate 3.3 Provide information in plain language to clients about health problems common to their particular client group, using culturally appropriate and safe communication skills 3.4 Refer common health problems identified as part of the program to professionals and support services 3.5 Support clients and families in accessing health care services and associated benefits as required 3.6 Provide guidance, support and assistance to individuals and families coping with social and emotional issues according to identified needs and cultural protocols 3.7 Reflect on own practice to enhance understanding
4. Monitor and evaluate health promotion program	4.1 Evaluate health promotion and community development program against criteria that reflect identified community health objectives 4.2 Monitor and evaluate community health outcomes

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	4.3 Collect, document and interpret data to contribute to the evaluation of health programs 4.4 Seek to identify program strengths as well as areas for improvement as a basis for continual enhancement of health outcomes 4.5 Communicate outcomes of the evaluation to relevant stakeholders to guide future activities in the delivery of health promotion and health services to the community 4.6 Seek feedback on program effectiveness and provide to community and organisational representatives 4.7 Prepare reports from data collected and provide to management in line with organisational guidelines 4.8 Maintain client and community confidentiality in line with organisational and community requirements 4.9 Support ongoing community development strategies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.	
Numeracy	• in order to adapt, develop and monitor financial resources • in order to develop key performance indicators and corresponding measures • in order to collect, analyse and report on numerical data collected

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW023 Plan, develop and evaluate health promotion and community development programs	HLTAHW409B Deliver health promotion programs for Aboriginal and/or	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and	Not equivalent

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	Torres Strait Islander communities	performance criteria. New evidence requirements for assessment, including volume and environment requirements	

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Assessment Requirements for HLTAHW023 Plan, develop and evaluate health promotion and community development programs

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:

- planned and delivered at least one primary health care promotion and community development program to Aboriginal and/or Torres Strait Islander communities, including:
    - - assessing community health needs
    - - identifying strategies, goals, activities and key performance indicators
    - - observing, obtaining and interpreting client information in relation to health issues, behaviour and health services
    - - developing a health promotion plan in consultation with key stakeholders
    - - preparing a proposal/submission for funding and resources
    - - ensuring the program addresses specific client and community needs for guidance, support and information

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    - - ensuring delivery is consistent with community needs, values and beliefs
    - - communicating with and seeking feedback from clients, colleagues, community members and other agencies and negotiating with them as required
- evaluated at least one health promotion and community development program against identified goals and performance criteria by:
    - - collecting feedback from community and staff implementing the program
    - - analysing feedback against identified goals and performance criteria
    - - reporting on outcomes of evaluation to community and the organisation
    - - identified areas for improvement in the program.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
    - - client confidentiality
    - - referral, including various levels of urgency, and follow-up of clients
    - - mandatory reporting
    - - notifiable communicable diseases
    - - limits of own ability and authority
    - - reporting procedures
    - - documentation
- basic understanding of community development theory
- health promotion programs relevant to the area/region/community
- social determinants that impact on health issues for the relevant community
- The Ottawa Charter for Health Promotion
- program planning cycle
- familiarity with a range of conditions, diseases and disorders
- effective strategies to monitor and manage identified health problems in line with community needs and sensitivities
- features of chronic illness, including:
    - - complex causality
    - - multiple risk factors
    - - long latency periods

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    - - a prolonged course of illness
    - - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
    - - cardiovascular disease
    - - diabetes
    - - cancer
    - - chronic respiratory disease
    - - chronic kidney disease
    - - asthma
    - - arthritis
    - - oral disease
- impact of chronic conditions on major body organs and systems
- groups at high risk of chronic condition
- determinants of chronic condition, including:
    - - smoking
    - - physical activity
    - - nutrition
    - - alcohol intake
    - - use of illicit drugs
    - - obesity, weight and waist circumference
    - - unsafe sexual practices
    - - genetic factors
- treatment and management of chronic conditions, including:
    - - working in collaboration with clients, family and significant others to promote self management as far as possible
    - - medication
    - - surgery
    - - regular exercise
    - - good nutrition
    - - cessation of smoking
    - - cessation or moderation of alcohol use
    - - cessation of illicit drug use
- regular screenings for changes in disease presentation and detection of other diseases

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- how to contact and access health and support services available in the region
- linkages between conditions such as diabetes and eye health, nutrition and hearing, etc.
- occupational health and safety practices and procedures relevant to the work
- principles of adult education
- evaluation methodology.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the skills and knowledge required to provide information and strategies related to promoting and enhancing the capacities of families and communities (including children and young people) as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Provide strategies to promote and strengthen the capacities of families and communities	1.1 Determine the components of a 'healthy family' and strategies to strengthen the family unit 1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups and family structures in relation to achieving healthy families and communities 1.3 Provide accurate information about the incidence, impacts and social and psychological context of family health problems in Aboriginal and/or Torres Strait Islander communities 1.4 Discuss the obstacles to healthy family and community development in relation to family and/or domestic violence, and abuse of children and young people 1.5 Provide practical advice relating to early identification, management and prevention of family health problems in accordance with community cultural needs and work role obligations 1.6 Work in collaboration with primary health care workers, multidisciplinary teams, organisations and other agencies to support 'healthy family' outcomes
2. Work in partnership with Aboriginal and/or Torres Strait Islander people and communities	2.1 Develop and implement strategies to increase participation of Aboriginal and/or Torres Strait Islander people in health service delivery 2.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice 2.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes

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	2.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities 2.5 Support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities to facilitate accessibility, affordability and acceptability of appropriate health and workplace services
3. Identify immediate risks and needs	3.1 Comply with federal, state or territory workplace legislation which may impact on primary health care workers' practice and responsibilities 3.2 Use culturally appropriate interpersonal skills to promote confidence and rapport, allowing the effective exchange of accurate and relevant information 3.3 Assess, analyse and respond to any indicators of risk or threats to the safety of children, young people, family and/or community members 3.4 Use culturally appropriate methods to accurately record relevant, specific and general circumstances to ensure that all relevant information is collected and complies with organisational, legal and ethical obligations 3.5 Identify own limitations in addressing and assessing clients' needs and, where appropriate, seek assistance from appropriate community person/s or work collaboratively with relevant organisations
4. Implement strategies to empower children, young people, families and communities	4.1 Identify current community and government intervention and support policies in relation to family health issues in Aboriginal and/or Torres Strait Islander communities 4.2 Discuss the principles of community development and ways in which community development strategies promote empowerment and re-empowerment 4.3 Use culturally appropriate educational resources to assess, analyse and prevent identified children, youth and family health issues 4.4 Make appropriate referrals for clients with family health problems in line with community and organisational legislation and guidelines

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.	
Learning	• in order to locate, evaluate and organise information to suit intended audience and purpose

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families	HLTAHW422B Provide information and strategies to strengthen families	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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Assessment Requirements for HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

Modification History

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1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:

- supported at least five families (including children and/or young people) to develop their capabilities. This includes:
    - - communicating effectively in a group and one-on-one environment to promote healthy practices and discussing health issues
    - - providing accurate and relevant information and guidance about family issues and strategies to strengthen families, in line with identified individual and community needs
    - - identifying intervention and support strategies appropriate to the client's family issues
    - - making referrals to appropriate services to assist with client's family health problems and following up as required.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- - definitions and forms of violence, sexual assault, physical and emotional abuse and neglect, including:
    - o indicators and common behaviours
    - o factors involved and links between them
    - o potential impact on individuals and families involved and the community
    - o likely needs of individuals and families involved
    - o knowledge of the social, political, historical, and economic context of family and domestic violence, including types and nature of violence
    - o nature and dynamics of abuse, assault and violence in Aboriginal and/or Torres Strait Islander communities
    - o impact of the risk of and actual violence and abuse on children, families, adults and community
    - o misconceptions and prevalent attitudes about violence and abuse which impede individuals and families seeking help, and hinder community development and other interventions
- - strategies to support children, young people and families who:
    - o have experienced or are at risk of familial violence, sexual assault, physical and emotional abuse or neglect
    - o are in crisis situations
    - o require long-term support
- - how to apply community development principles and strategies
- - diversity of Aboriginal and/or Torres Strait Islander cultures
- - impact of colonisation on individual and community identity through the loss of family, kin, language, social structures, traditional land ownership, law, knowledge and cultural practices
- - interaction between western and traditional practices, including impact of ‘culture shock’
- - historical, social, political and economic factors contributing to ill health and chronic conditions among Aboriginal and/or Torres Strait Islander peoples
- - culturally safe and appropriate forms of communication and interaction with individuals and communities
- - organisation procedures, state, territory and/or federal legislation and regulations informing own scope of practice, including:

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    - o duty of care
    - o mandatory reporting requirements and child protection systems
    - o ethical considerations
    - o children's and human rights
    - o codes of practice
    - o discrimination on unlawful grounds, including race, sex, sexual orientation, gender, religion, culture
- - current organisation procedures, practices and standards relating to:
    - o client assessment
    - o allocation of services
    - o case management
    - o interviewing
    - o code of conduct
    - o confidentiality
    - o file management
    - o use of resources
    - o programmed intervention
- - additional services including:
    - o other health care practices or agencies for referral of individuals and families
    - o interpreter and translation services
- - own professionalism, including:
    - o own values and attitudes and potential impact on clients
    - o ethical decision-making.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW044 Advocate on behalf of the community

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the required skills and knowledge to promote the rights, needs and self-determination of the Aboriginal and/or Torres Strait Islander community, in consultation with that community. It involves engagement with the community to identify needs and areas of concern and determine ways of resolution.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and community.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

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Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
• 1. Identify issues of concern to the community	1.1 Contact key people in the community and assist them to identify issues of concern relating to health 1.2 Facilitate discussion among key people to clarify identified community concerns 1.3 Confirm information about community concerns with key people and record, in line with community and organisation requirements
• 2. Develop a strategy for addressing the issues	2.1 Provide key community representatives with information about options for meeting identified community needs 2.2 Assist key community representatives to identify the community's preferred option 2.3 Develop strategies in consultation with key people and the community 2.4 Review strategies in consultation with the community
• 3. Communicate the concerns to relevant agencies	3.1 Identify relevant individuals or agencies and contact them about the issues of concern 3.2 Represent the community’s point of view clearly to those involved 3.3 Discuss progress/outcome of the issue with key people and the community 3.4 Maintain community and individual confidentiality

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• 4. Promote the rights, needs and interests of the community	4.1 Regularly discuss rights and needs of the community with workers, other individuals and agencies, in appropriate forums 4.2 Make suggestions for improving services to workers, other individuals and agencies 4.3 Facilitate implementation of change in line with community, organisation and any associated regulatory requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW044 Advocate on behalf of the community	HLTAHW502B Advocate on behalf of the community	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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Assessment Requirements for HLTAHW044 Advocate on behalf of the community

Modification History

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2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:

- advocated for at least one Aboriginal and/or Torres Strait Islander community, or identified group within that community, by:
    - identifying and clarifying at least one area of concern relating to Aboriginal and/or Torres Strait Islander community health in consultation with the community
    - supporting the community to develop at least one strategy to address the identified issue
    - discussing identified issues within own health service, and facilitating change to address identified issues
    - communicating with relevant agencies and organisations, as identified, to address issues
    - promoting identified community interests in appropriate forums

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- lobbying relevant government and non-government agencies, departments and organisations to facilitate change
- negotiating with stakeholders relevant to the identified issues.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation
- key aspects of:
  - Royal Commission into Aboriginal Deaths in Custody
  - National Aboriginal Health Strategy
  - relevant current federal, state/territory and local government policies and legislation
  - Charter of Human Rights and Rights of the Child
  - child protection legislation
  - domestic violence legislation
  - anti-discrimination legislation
  - Disability Support Services and Veterans' Affairs guidelines.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

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- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW049 Work effectively in social and emotional wellbeing

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the required skills and knowledge as an introduction for an Aboriginal or Torres Strait Islander Health Worker to provide social and emotional wellbeing support.

It addresses the rights and responsibilities of the position, the system in which this work is undertaken, and the professional boundaries and cultural issues relating to this type of work.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Work within the context of social and emotional wellbeing	1.1 Acknowledge differences between roles of social and emotional wellbeing workers and Aboriginal Primary Health Care workers as appropriate 1.2 Identify difficulties that the worker may encounter in carrying out their role in the community and take into consideration in the work 1.3 Take into account the changing role of females and males within Aboriginal and Torres Strait Islander communities, in service delivery 1.4 Work within the role and limitations of the worker's job definition and community expectations of their role
2. Work within the legal and ethical boundaries of the social and emotional wellbeing worker	2.1 Complete documentation in accordance with legal and ethical requirements 2.2 Maintain confidentiality in accordance with organisational policies and protocols 2.3 Include traditional healers in the health team as appropriate 2.4 Liaise with other organisations as appropriate 2.5 Consider the rights of the individual in all work undertaken within the social and emotional wellbeing area

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	2.6 Carry out duties within the Mental Health Act (or equivalent) as required for social and emotional wellbeing work
3. Maintain accountability and responsibilities	3.1 Access and work in accordance with organisation policies and procedures in regard to workers 3.2 Undertake all work within the organisation's reporting and accountability frameworks 3.3 Follow organisation occupational health and safety guidelines 3.4 Access information to clarify the employer's responsibilities to the worker 3.5 Observe organisation requirements for participation in processes as appropriate (e.g. in regard to performance appraisal systems)
4. Observe professional boundaries when working	4.1 Define, understand and communicate professional boundaries to clients in a culturally appropriate manner 4.2 Maintain confidentiality when working with clients and other agencies 4.3 Observe organisational boundaries when working with clients and other agencies 4.4 Clarify organisation expectations with particular regard to the professional and personal boundaries in social and emotional wellbeing work in relation to counselling other staff, or advising management on staff counselling
5. Demonstrate commitment to the philosophy of social and emotional wellbeing	5.1 Demonstrate in all work undertaken, understanding and consideration of the underpinning values and philosophy of social and emotional wellbeing in the context of Aboriginal and/or Torres Strait Islander health work 5.2 Maintain in all work undertaken, a demonstrated commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles

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	5.3 Give clients, family and community opportunities to participate in service planning and support activities 5.4 Plan and implement social and emotional wellbeing work taking into account personal values, history, experiences and family/kinship

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW049 Work effectively in social and emotional wellbeing	HLTAHW507B Work effectively in social and emotional well being	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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Assessment Requirements for HLTAHW049 Work effectively in social and emotional wellbeing

Modification History

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1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:

- undertaken social and emotional wellbeing work with clients within the legal and ethical boundaries of the social and emotional wellbeing worker, and with a commitment to the philosophy of social and emotional wellbeing
- maintained the professional boundaries of the work role and addressed accountability and responsibilities appropriately
- addressed the needs of clients from culturally and linguistically diverse backgrounds
- balanced expectations of the organisation, the community and clients in undertaking social and emotional wellbeing work
- used high-level effective communication skills
- completed relevant documentation.

All performance evidence must be demonstrated at least once.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- traditional healing
- cultural law and its consequences
- rights as employees – industrial awards, duty of care, occupational health and safety, workers' compensation
- support systems available for employees – e.g. counselling, unions, professional associations
- the role, rights and responsibilities relating to social and emotional wellbeing work:
    - legal responsibilities to clients, organisation and self
    - reporting responsibilities
    - accountability to organisation and community
    - confidentiality requirements for social and emotional wellbeing work
    - ethical responsibilities
    - professional boundaries
- justice system and its processes
- Mental Health Act and relevant regulations
- conflict resolution and mediation
- stress-management techniques
- changing roles of Aboriginal men and women in communities
- broad knowledge of:
    - government structures
    - political structures
    - adult guardianship
    - rights of clients.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

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In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health car

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW050 Develop a healing framework for social and emotional wellbeing work

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the required skills and knowledge for Aboriginal and/or Torres Strait Islander health workers to facilitate a healing journey and to better understand and empathise with clients.

Aboriginal and/or Torres Strait Islander Health Workers who undertake a healing journey themselves have an increased awareness of their own issues and limitations. This self knowledge enables them to work more effectively with others in the healing process.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Observe local cultural traditions and practice	1.1 Acknowledge traditional ownership of the land and seek permission to allow the healing process to take place on the land 1.2 Recognise the presence of traditional land owners in the healing process, including their role in the spiritual aspects of the healing process 1.3 Clarify local kinship structures, roles and obligations through discussion with Elders 1.4 Acknowledge the importance of the support processes of extended families in preparation for healing and in undergoing a healing process
2. Conduct and support a facilitated group healing process	2.1 Discuss cultural grieving processes 2.2 Develop and agree to rules for participation in a healing group as part of a group, ensuring safety, confidentiality and cultural security during and after the process 2.3 Use verbal and non-verbal communication skills to support the healing process 2.4 Support self-expression and healing through art, dancing, storytelling, singing and/or painting 2.5 Disclose self-selected past emotional influences with the group involved in the healing process and relate to the present situation and potential future 2.6 Use appropriate techniques to examine transgenerational trauma with the group

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3. Reflect on healing process	3.1 Document outcomes according to organisation procedures 3.2 Discuss with appropriate staff, colleagues, peers or mentors own reaction to the process 3.3 Engage in ongoing reflective practice

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW050 Develop a healing framework for social and emotional wellbeing work	HLTAHW508B Develop a healing framework for social and emotional well being work	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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Assessment Requirements for HLTAHW050 Develop a healing framework for social and emotional wellbeing work

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

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:

- participated in facilitated healing processes and developed healing frameworks for at least three client and/or groups of Aboriginal and/or Torres Strait Islander people by:
    - using appropriate verbal and non-verbal communication to understand and support at least three groups within the context of a healing process
    - applying self-reflection practices and disclosure to facilitate healing processes
    - acknowledging and clarifying the contribution of traditional roles, structures and processes to the healing process
    - using appropriate techniques to support the healing process through self-expression
    - completing a healing journal to document the healing process.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- storytelling therapies
- male and female perspectives
- transgenerational trauma
- story maps
- alternative therapies – art, music
- professional boundaries
- referral processes
- joint counselling techniques
- local language, culture and practices
- self-healing journey processes

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAHW051 Respond to loss, grief and trauma

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

Application

This unit describes the required skills and knowledge to provide a healing response to expressions of grief, loss and trauma.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*
1. Identify effects of loss, grief and trauma	1.1 Clarify impact of specific loss, grief and/or trauma at the individual, family and community level 1.2 Take into account historical impact of loss, grief and trauma on Aboriginal and/or Torres Strait Islander people 1.3 Recognise culturally appropriate expressions of loss and grief 1.4 Identify and respect specific approaches and responses of individuals, families and communities to loss, grief and/or trauma
	1.5 Recognise effects of stress on individuals and communities in relation to experiences of loss, grief and trauma, including trans-generational trauma and grief 1.6 Identify culturally appropriate strategies for responding to stress at the community, family and individual levels 1.7 Communicate strategies and options to individual clients and refer, where relevant and appropriate
2. Provide a healing response to loss, grief and trauma	2.1 Determine healing response to loss, grief and/or trauma appropriate to the needs of each situation and the individuals involved 2.2 Provide appropriate support and available resources to assist individuals and families to deal with their loss, grief and/or trauma

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	2.3 Provide timely referral as appropriate to support ongoing healing in line with the needs of the situation and individuals involved 2.4 Maintain duty of care, confidentiality and cultural protocols
3. Manage own stress in work role	3.4 Monitor own stress level in relation to working in the area of loss, grief and trauma, including trans-generational trauma and grief 3.5 Use appropriate stress management strategies to manage own stress 3.6 Consult relevant team members or other professionals for own social and emotional support

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW051 Respond to loss, grief and trauma	HLTAHW509B Respond to loss, grief and trauma	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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		Prerequisite unit removed	

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Assessment Requirements for HLTAHW051 Respond to loss, grief and trauma

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite unit removed.

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:

- responded to loss, grief and trauma for at least three clients by:
    - developing culturally appropriate responses to situations of loss, grief and trauma
    - communicating effectively with clients. This includes:
        - building rapport
        - clarifying impact of loss
        - explaining support options
        - referring clients to specialist services
    - dealing with cross-cultural issues

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- recognising effects of stress on individuals and communities and implementing culturally appropriate strategies to manage stress
- monitoring own stress and using appropriate stress-management strategies, including consulting team members and professionals for own social and emotional support.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- concepts of loss and grief
- nature and effects of psychological and spiritual trauma
- effects of trans-generational trauma and grief, colonisation and institutional racism on Aboriginal people
- cultural protocols and taboos
- specialist services for loss, grief and trauma
- statutory responsibilities including duty of care requirements
- narrative therapy approaches
- indicators of stress
- awareness of own values and attitudes around loss, grief and trauma
- organisational standards, policies and practices.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

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Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAID001 Provide cardiopulmonary resuscitation

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Updated mapping information. Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. Revised evidence requirements, including volume and frequency of assessment.

Application

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide CPR, in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for CPR 1.4 Seek assistance from emergency response services
2. Perform CPR procedures	2.1 Perform cardiopulmonary resuscitation in accordance with ARC guidelines 2.2 Display respectful behaviour towards casualty 2.3 Operate automated external defibrillator (AED) according to manufacturer’s instructions
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate

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	3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID001 Provide cardiopulmonary resuscitation	HLTCPR211A Perform CPR	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	Not equivalent

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Assessment Requirements for HLTAID001 Provide cardiopulmonary resuscitation

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Updated mapping information. Equivalent outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. Revised evidence requirements, including volume and frequency of assessment.

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 completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

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- Followed DRSABCD in line with ARC guidelines, including:
    - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
    - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
    - responded appropriately in the event of regurgitation or vomiting
    - managed the unconscious breathing casualty
    - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
    - followed the prompts of an automated external defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
    - demonstrated safe manual handling techniques
    - provided an accurate verbal or written report of the incident

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:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
    - ARC Guidelines relevant to the provision of CPR
    - safe work practices to minimise risks and potential hazards
    - infection control principles and procedures, including use of standard precautions
    - requirements for currency of skill and knowledge
- Legal, workplace and community considerations, including:
    - awareness of potential need for stress-management techniques and available support following an emergency situation
    - duty of care requirements
    - respectful behaviour towards a casualty
    - own skills and limitations
    - consent
    - privacy and confidentiality requirements
    - importance of debriefing

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- Considerations when providing CPR, including:
    - airway obstruction due to body position
    - appropriate duration and cessation of CPR
    - appropriate use of an AED
    - chain of survival
    - standard precautions
- Basic anatomy and physiology relating to:
    - how to recognise a person is not breathing normally
    - chest
    - response/consciousness
    - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor Requirements

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

In addition hold current first aid certificate HLTAID003 or higher.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer’s instructions

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	2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID002 Provide basic emergency life support	HLTFA211A Provide basic emergency life support	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency	Not equivalent

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		requirements. Not equivalent.	

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Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

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 completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
    - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

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  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - respiratory distress, including asthma
  - shock

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:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - Infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty

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    - own skills and limitations
    - consent
    - privacy and confidentiality requirements
    - importance of debriefing
- considerations when providing basic emergency life support, including:
    - airway obstruction due to body position
    - appropriate duration and cessation of CPR
    - appropriate use of an AED
    - chain of survival
    - standard precautions
- principles and procedures for first aid management of the following scenarios:
    - allergic reaction
    - anaphylaxis
    - bleeding control
    - cardiac conditions, including chest pain
    - chocking and airway obstruction
    - respiratory distress, including asthma
    - shock
    - stroke
- basic anatomy and physiology relating to:
    - considerations in provision of first aid for specified conditions
    - chest
    - how to recognise a person is not breathing normally
    - response/consciousness
    - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device

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- placebo bronchodilator and spacer device
- roller bandages
- triangular bandage
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressing

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

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

In addition hold current first aid certificate HLTAID003 or higher.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAID003 Provide first aid

Modification History

Release	Comments
6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
4	Updated mapping information. Equivalent outcome.
3	Updated mapping information.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

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Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible

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	2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID003 Provide first aid	HLTFA311A Apply first aid	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the	Not equivalent

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		New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
4	Updated mapping information. Equivalent outcome.
3	Updated mapping information.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Performance Evidence

e 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.

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There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
    - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
    - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
    - responded appropriately in the event of regurgitation or vomiting
    - managed the unconscious breathing casualty
    - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
    - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
    - conducted a visual and verbal assessment of the casualty
    - demonstrated safe manual handling techniques
    - post-incident debrief and evaluation
    - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
    - allergic reaction
    - anaphylaxis
    - bleeding control
    - choking and airway obstruction
    - envenomation, using pressure immobilisation
    - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
    - respiratory distress, including asthma
    - shock

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:

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- State/Territory regulations, first aid codes of practice and workplace procedures including:
    - ARC Guidelines relevant to provision of CPR and first aid
    - safe work practices to minimise risks and potential hazards
    - infection control principles and procedures, including use of standard precautions
    - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
    - awareness of potential need for stress-management techniques and available support following an emergency situation
    - duty of care requirements
    - respectful behaviour towards a casualty
    - own skills and limitations
    - consent
    - privacy and confidentiality requirements
    - importance of debriefing
- considerations when providing first aid including:
    - airway obstruction due to body position
    - appropriate duration and cessation of CPR
    - appropriate use of an AED
    - chain of survival
    - standard precautions
    - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
    - abdominal injuries
    - allergic reaction
    - anaphylaxis
    - basic care of a wound
    - bleeding control
    - burns
    - cardiac conditions, including chest pain
    - choking and airway obstruction
    - crush injuries
    - diabetes

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  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - fractures
  - febrile convulsions
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including strains and, sprains
  - stroke
  - unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device

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- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Minor corrections to formatting to improve readability. Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent outcome.
1	This new was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults.

The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).

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Specific licensing requirements, including requirements for refresher training, should be obtained from the Australian Children's Education and Care Quality Authority (ACECQA) and/or relevant state/territory Work Health and Safety Regulatory Authority.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate emergency first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Ensure casualty feels safe, secure and supported

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	2.4 Obtain consent from casualty, caregiver, registered medical practitioners or medical emergency services where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey details of the incident to emergency response services 3.2 Report details of incident to supervisor 3.3 Complete relevant workplace documentation, including incident report form 3.4 Report details of incidents involving babies and children to parents and/or caregivers 3.5 Follow workplace procedures to report serious incidents to the regulatory authority 3.6 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self, other rescuers and children 4.2 Talk with children about their emotions and responses to events 4.3 Participate in debriefing with supervisor

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID004 Provide an emergency first aid response in an education and care setting		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Minor corrections to formatting to improve readability. Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent outcome.
1	This new was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.

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 completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:

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  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - Performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on a child resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, and involving infants and children of varying ages including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
  - conducted a hazard assessment and identified strategies to minimise risk
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation principles techniques
  - head injuries
  - poisoning
  - respiratory distress, including asthma
  - seizures & convulsions, including febrile convulsions and epilepsy
  - shock
- Located and interpreted workplace policies and procedures

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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:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
    - ARC Guidelines for provision of CPR and first aid to infants, children and adults
    - guidelines from Australian national peak clinical bodies
    - safe work practices to minimise risks and potential hazards
    - first aid requirements for services under the Education and Care Services National Law
    - infection control principles and procedures, including use of standard precautions
    - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
    - awareness of potential need for stress-management techniques and available support following an emergency situation, including the psychological impact on children
    - duty of care requirements
    - respectful behaviour towards a casualty
    - own skills and limitations
    - consent, including situations in which parental/caregiver consent is required
    - privacy and confidentiality requirements
    - importance of debriefing
- considerations when providing first aid including:
    - airway obstruction due to body position
    - appropriate duration and cessation of CPR
    - appropriate use of an AED, including placement of pads for adults and children aged older than 8 years
    - specific considerations when using an AED on children aged between 1 and 8 years, including identification of AED with paediatric capability, paediatric voltage and use of paediatric pads
    - chain of survival
    - standard precautions
    - how to conduct a visual and verbal assessment of the casualty

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- principles and procedures for application of first aid management of the following scenarios:
    - abdominal injuries
    - allergic reaction
    - anaphylaxis, including signs, symptoms and triggers and using different types of adrenaline auto injectors
    - asthma, including signs, symptoms and triggers and using different types of bronchodilators
    - basic care of a wound
    - bleeding control
    - burns
    - cardiac conditions, including chest pain
    - choking and airway obstruction
    - crush injuries
    - diabetes
    - dislocations
    - drowning
    - envenomation
    - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
    - eye and ear injuries
    - febrile convulsions
    - fractures
    - head, neck and spinal injuries
    - minor skin injuries
    - needle stick injuries
    - poisoning and toxic substances
    - respiratory distress
    - seizures, including epilepsy
    - shock
    - soft tissue injuries, including sprains and strains
    - stroke
    - unconsciousness
- basic anatomy and physiology relating to:
    - how to recognise a person is not breathing normally

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- chest
- infant respiratory systems and implications for provision of CPR
- basic anatomical differences between adults and children, and the implications for provision of first aid
- normal clinical values for children
- response/consciousness
- upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult, child and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- different types of training adrenalin auto-injector training devices (e.g. EpiPen and AnaPen)
- different types of placebo bronchodilators and a spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

Application

This unit describes the skills and knowledge required to provide first aid response and emergency life support to a casualty in a remote and/or isolated situation.

The unit applies to workers who may be required to prepare for and provide a first aid response in locations beyond the reach of timely medical assistance.

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Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to a remote emergency situation	1.1 Plan for isolated travel or work if required, accounting for expected contingencies 1.2 Recognise an emergency situation 1.3 Identify, assess and manage immediate hazards to health and safety of self and others 1.4 Assess the casualty and recognise the need for first aid response 1.5 Assess the situation and evaluate options for medical assistance 1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines

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	2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Manage the incident	3.1 Seek assistance from others present to manage incident circumstances 3.2 Establish communication links with emergency response services and convey incident details 3.3 Report details of casualty condition, changes in condition, management and responses 3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as required 3.5 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID005 Provide first aid in remote situations	HLTFA302C Provide first aid in remote situation	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Not equivalent..	Not equivalent

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Assessment Requirements for HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

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.

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There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
    - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
    - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
    - responded appropriately in the event of regurgitation or vomiting
    - managed the unconscious breathing casualty
    - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
    - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's remote and/or isolated situation:
    - demonstrated safe manual handling techniques
    - conducted a visual and verbal secondary survey assessment of the casualty
    - assessed vital signs, including respirations, pulse and temperature
    - post-incident debrief and evaluation
    - provided an accurate verbal and written report of the incident
- Applied first aid response in a remote situation for the following:
    - allergic reaction
    - anaphylaxis
    - basic care of a wound
    - bleeding control
    - choking and airway obstruction
    - envenomation, using pressure immobilisation
    - environmental impacts, including hypothermia, hyperthermia, dehydration and heat stroke
    - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
    - head, neck and spinal injuries, using immobilisation principles
    - respiratory distress, including asthma
    - shock

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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:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
    - ARC guidelines relevant to provision of CPR and first aid
    - safe work practices to minimise risks and potential hazards
    - infection control principles and procedures, including use of standard precautions
    - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
    - awareness of potential need for stress-management techniques and available support following an emergency situation
    - duty of care requirements
    - respectful behaviour towards a casualty
    - own skills and limitations
    - consent
    - privacy and confidentiality requirements
    - importance of debriefing
- considerations when providing first aid, including:
    - airway obstruction due to body position
    - appropriate duration and cessation of CPR
    - appropriate use of an AED
    - chain of survival
    - standard precautions
    - how to conduct a visual and verbal secondary survey assessment
    - assessment and interpretation of vital signs, including respirations, temperature and pulse
- principles and procedures for first aid management of the following scenarios, contextualised to the candidate's remote and/or isolated situation:
    - abdominal injuries
    - allergic reaction
    - anaphylaxis
    - basic care of a wound

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  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including sprains and strains
  - stroke
  - unconsciousness
- remote considerations in the provision of first aid, including:
  - typical hazards and strategies for preparing supplies to address contingencies
  - management options relating to transporting casualty, including aero-medical evacuation
  - how to identify and prepare areas for safe evacuation, including aero-medical evacuation
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
  - priorities of management in first aid when dealing with life-threatening conditions

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    - specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
    - how to recognise a person is not breathing normally
    - chest
    - response/consciousness
    - upper airway and effect of positional change
    - considerations in provision of first aid for specified conditions, including specific considerations for remote settings

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

- Assessment resources must include:
    - adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
    - adrenaline auto-injector training device
    - AED training device
    - placebo bronchodilator and spacer device
    - roller bandages
    - thermometer
    - triangular bandages
    - workplace First Aid kit suitable for remote locations
    - workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
    - wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTAID006 Provide advanced first aid

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

Application

This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance.

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The unit applies to workers who may be required to provide, coordinate and manage a first aid response across a range of complex situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services 1.5 Deploy resources to appropriate locations as required in line with workplace procedures

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2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available resources required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of required resources to appropriate locations in an effective manner to ensure timely arrival 3.3 Document the provision of resources and recommend modifications as required 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate details of the incident	4.1 Accurately convey incident details to emergency response services 4.2 Report details of incident in line with organisational policies 4.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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5. Evaluate the incident and own performance	5.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 5.2 Participate in debriefing to address individual needs 5.3 Evaluate management of the incident and develop an action plan in consultation with relevant parties 5.4 Review contingency planning to identify and select alternative management principles and procedures as required

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID006 Provide advanced first aid	HLTFA412A Apply advanced first aid	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	Not equivalent

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Assessment Requirements for HLTAID006 Provide advanced first aid

Modification History

Release	Comments
5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
3	Updated mapping information. Equivalent outcome.
2	Minor changes to formatting to improve readability.
1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

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.

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There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- followed DRSABCD in line with ARC guidelines, including:
    - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
    - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
    - performed at least 2 minutes of Bag-valve-mask ventilation and at least 2 minutes of compression during a two rescuer procedure on an adult resuscitation manikin placed on the floor
    - responded appropriately in the event of regurgitation or vomiting
    - managed the unconscious breathing casualty
    - followed the prompts of a Automated External Defibrillator (AED)
    - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
    - demonstrated safe manual handling techniques
    - conducted a visual and verbal secondary survey assessment of the casualty
    - assessed vital signs (respirations, pulse and temperature)
    - communicated effectively with a first aid team providing direction and coordination of other first aiders
    - post-incident debrief and evaluation
    - provided an accurate verbal and written report of the incident
- applied first aid procedures for the following:
    - allergic reaction
    - anaphylaxis
    - bleeding control
    - choking and airway obstruction
    - conducted a basic triage for multiple casualty incident
    - envenomation (using pressure immobilisation)
    - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
    - head, neck and spinal injuries (using immobilisation principles)

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  - respiratory distress - including asthma
  - seizures - including epilepsy
  - shock
- located and interpreted workplace policies and procedures

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:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - guidelines of Australian national peak clinical bodies
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - capabilities of emergency management services
  - consent
  - duty of care requirements
  - importance of debriefing
  - own skills and limitations
  - legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
  - privacy and confidentiality requirements
  - respectful behaviour towards a casualty
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - assessment and interpretation of vital signs, including respirations, temperature and pulse

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  - chain of survival
  - how to conduct a visual and verbal secondary survey assessment of casualty
  - priorities of management in first aid when dealing with life-threatening conditions
  - procedures for dealing with casualties who are aged or infirmed
  - procedures for dealing with major and minor accidents in the workplace
  - procedures when providing first aid to children
  - standard precautions
- principles and procedures for first aid management of the following scenarios, including complications:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns, including thermal, chemical, friction and electrical
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - drowning
  - emergency childbirth
  - envenomation
  - environmental impact including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - head, neck and spinal injuries
  - levels of consciousness
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - skin injuries

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    - soft tissue musculoskeletal, including injuries including sprains, strains, dislocations and fractures
    - stroke
    - substance misuse, including common drugs and alcohol, including illicit drugs
- basic anatomy and physiology relating to:
    - how to recognise a person is not breathing normally
    - chest, skeleton, joints and muscles
    - response/level of consciousness
    - upper airway and effect of positional change
    - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device.
- bag-valve-mask
- eye patch
- placebo bronchodilator and spacer device
- roller bandages
- thermometer
- triangular bandages
- workplace first Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

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

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Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTFSE001 Follow basic food safety practices

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 3.0.

Application

This unit describes the skills and knowledge required to comply with personal hygiene, maintain food safety, contribute to cleanliness of food handling areas and dispose of food.

This unit applies to food services workers who work under supervision and within defined guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Comply with personal hygiene standards as required by the food safety program	1.1 Follow personal hygiene procedures

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	1.2 Report health conditions and/or illness and follow organisation procedures for continuing participation in food services 1.3 Follow organisation requirements for wearing bandages and dressings 1.4 Wear appropriate clothing, personal protective clothing and footwear and maintain cleanliness to avoid contamination 1.5 Follow hand washing procedures and use required facilities
2. Contribute to the cleanliness of food handling areas according to the food safety program	2.1 Maintain the workplace in a clean and tidy order to meet workplace requirements 2.2 Comply with workplace measures to prevent pests entering food premises 2.3 Identify and report indicators of pest presence
3. Follow food safety program	3.1 Handle and store food according to the food safety program 3.2 Store, use and dispose of single use items appropriately to avoid damage and contamination 3.3 Keep food for disposal separate and follow procedures for food disposal 3.4 Identify and report processes and practices which are not consistent with the food safety program 3.5 Take corrective action within level of responsibility 3.6 Report any corrective action to supervisor and according to legislative and organisation documentation requirements

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE001 Follow basic food safety practices	HLTFS207C Follow basic food safety practices	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for HLTFSE001 Follow basic food safety practices

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 3.0.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- identified at least 4 appropriate times for hand washing and followed correct hand washing procedures
- cleaned and tidied work areas at least 2 times to avoid contamination and pests
- identified at least 2 food items for disposal and followed food disposal procedures
- identified, corrected and reported at least 2 processes or practices that were not consistent with food safety program.

Knowledge Evidence

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

- food safety program and procedures and consequences of not following these procedures
- current national, state or territory food safety laws, standards and codes, including:
    - meaning of contaminant, contamination and potentially hazardous foods as defined by the current code
    - hygiene actions that must be adhered to by businesses to avoid food-borne illnesses
    - employee responsibility to participate in hygienic practices
    - reasons for food safety programs and what they must contain
    - role of local government regulators
    - basic aspects of hazard analysis and critical control points (HACCP) method of controlling food safety
- food hazards and major causes of food contamination and food-borne illnesses, including:

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  - airborne dust
  - colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
  - contaminated food
  - contaminated garbage
  - dirty equipment and utensils
  - equipment not working correctly, including fridge and temperature probes
  - items, including linen, tea towels and towels that may be contaminated with human waste, including blood and body secretions
  - not following organisation procedures
  - vermin
- sources and effects of microbiological contamination of food
- personal hygiene requirements, including:
  - appropriate bandages and dressings to be used when undertaking food handling
  - clothing and footwear requirements for working in and/or moving between food handling areas
  - reporting of illness
  - restrictions on wearing of jewellery and other adornments, such as nail polish
  - personal clothing maintenance, laundering and storage requirements
- workplace hygiene hazards when handling food and food contact surfaces, including:
  - pest containment requirements
  - responsibilities for maintaining the work area in a clean and tidy state
  - suitable standard for materials, equipment and utensils used in the food handling area
  - use and storage of cleaning equipment
  - food disposal requirements
  - waste collection, recycling and handling procedures
- minimum hand washing occasions:
  - before commencing or recommencing work with food
  - immediately after handling raw food, smoking, coughing, sneezing, blowing the nose, eating, drinking, touching the hair, scalp or any wound, and using the toilet.

Assessment Conditions

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

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- use of suitable facilities equipment and resources, including:
    - food service and food safety program policies and procedures
    - food service facilities, equipment and utensils for handling, storing and disposing of food and beverages
    - appropriate clothing and footwear
    - personal protective clothing and wound dressings
    - food and beverages
    - cleaning equipment
    - hand washing facilities and equipment
- modelling of industry operating conditions.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTFSE002 Provide ward or unit based food preparation and distribution services

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 3.0.

Application

This unit describes the skills and knowledge required to distribute and collect menus, prepare minor meals and refreshments, plate meals, distribute meals and provide general housekeeping functions.

This unit applies to workers who may have multi-functional or multi-skilled roles with duties which include food service work combined with a range of other duties (e.g. cleaning, portering, wardsperson, personal care, linen distribution and client transport).

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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1. Distribute and collect menus from clients according to established routines and procedures	1.1 Distribute menus to clients receiving diet therapy or nutritional support 1.2 Provide assistance to clients with appropriate menu selections, including clients with special needs 1.3 Collect menus from clients receiving diet therapy or nutritional support 1.4 Communicate client feedback and concerns in relation to menus or food choices in accordance with organisation policy
2. Plate, heat and distribute meals and beverages	2.1 Comply with safe food handling and hygiene practices and infection control procedures 2.2 Plate meals from bulk food to organisation standards and requirements 2.3 Implement portion control to minimise waste 2.4 Rethermalise and/or reheat meals according to food standards and regulations 2.5 Assemble meal trays and check for accuracy against documentation prior to delivery 2.6 Prepare beverage utensils for use 2.7 Leave trolley or tray in an appropriate location for meal delivery 2.8 Deliver and leave meals and/or beverages in the appropriate place for clients and within the designated timeframe 2.9 Replace missing or incorrect meals and/or beverages appropriately 2.10 Replace or refill water jugs according to specific client requirements and established policy and procedure 2.11 Check room numbers, bed numbers and client name against appropriate documentation 2.12 Identify if the client needs assistance to sit up and report or provide required assistance in accordance with role and organisation policy and procedure
3. Prepare minor meals, refreshments and snacks	3.1 Prepare minor meals, refreshments and snacks in an attractive manner 3.2 Deliver minor meals according to schedule

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4. Collect and maintain clean stock of utensils and meal trays	4.1 Seek client feedback on meals and beverages and report to appropriate person/s in accordance with organisation procedure 4.2 Collect meal trays and all utensils after client has finished eating and return for cleaning 4.3 Check tray for foreign objects or client belongings 4.4 Maintain a stock of clean drinking utensils 4.5 Report insufficient food or fluid intake to the appropriate person/s in accordance with organisation procedure
5. Maintain good housekeeping	5.1 Clean and maintain ward or unit food service area and equipment according to organisation standards and procedures 5.2 Replenish food stocks, crockery and utensils

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE002 Provide ward or unit based food preparation and distribution services	HLTFS201D Distribute meals and refreshments to clients	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTFS204D/HLTFS201D. Significant changes to the elements and performance criteria. New evidence requirements for	Not equivalent

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		assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.	
HLTFSE002 Provide ward or unit based food preparation and distribution services	HLTFS204D Provide ward or unit based food preparation and distribution services	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTFS204D/HLTFS201D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.	Not equivalent

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Assessment Requirements for HLTFSE002 Provide ward or unit based food preparation and distribution services

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 3.0.

Performance Evidence

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

- followed established food safety, manual handling and other food services procedures when preparing food and distributing it to clients receiving diet therapy or nutritional support, including:
    - distributing and collecting menus from at least 2 clients
    - soliciting feedback from 2 clients and forwarded to appropriate person
    - plating, rethermalising or heating and distributing at least 3 main meals and beverages to clients
    - following appropriate procedures for at least 2 clients requiring assistance to sit
    - reporting the sufficiency or insufficiency of food intake of 2 clients to appropriate person and using organisational documentation and reporting technologies.

Knowledge Evidence

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

- food safety principles
- hazard analysis and critical control points (HACCP) principles
- legislative requirements of food service role
- causes of food contamination and cross-contamination
- factors that place client at nutritional risk
- customer service principles and techniques for encouraging meal choice and consumption
- microbiological basis for food deterioration and food poisoning

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- role and need for special diets and nutritional support, including common types of special diets and nutritional supplements
- client special needs, including:
    - disabilities
    - eating difficulties
    - intellectual difficulties
    - frail and aged
    - confusion and dementia
    - nutrition risk factors
    - metabolic disorders
    - different cultural requirements
    - require diet supplements
- organisational procedures relating to food services, including:
    - food safety program
    - menu ordering and processing system
    - meals distribution equipment and operational procedures
    - manual handling and infection control
    - procedures for delivery of meals to potentially infectious clients
    - rethermalise and reheating procedures
    - reporting and documentation requirements, including client satisfaction and consumption
- ordering, documentation and reporting technologies.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
    - food service and food safety program policies and procedures
    - food service facilities, equipment and utensils for handling, preparing, storing, heating, transporting and disposing of food and beverages
    - ordering, documentation and reporting technologies
    - menus, recipes and associated ingredients
    - appropriate clothing and footwear
    - personal protective clothing and wound dressings
    - food and beverages

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    - cleaning equipment
    - hand washing facilities and equipment
- modelling of industry operating conditions.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTFSE005 Apply and monitor food safety requirements

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 3.0.

Application

This unit of competency describes the skills and knowledge required to control and monitor food safety and respond to non-conformance as required by the food safety program.

This unit applies to food services workers who implement the requirements of the food safety plan. Work is performed under supervision and within defined guidelines.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Implement and monitor the food safety program	1.1 Identify food safety hazards and respond to unsafe food and complaints

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	1.2 Monitor and control food safety hazards in accordance with food safety program requirements 1.3 Follow procedures to identify and separate product which is or may be non-conforming and/or implement other necessary corrective action 1.4 Promptly report non-conformance where food safety control requirements are not met 1.5 Record results of monitoring and maintain records in accordance with food safety program requirements
2. Assist in the identification of breaches of food safety procedures	2.1 Assist in identifying potential and actual unmet food safety requirements 2.2 Identify practices or processes in own work that could result in unsafe food 2.3 Participate in investigating and reporting on unsafe food as identified by internal monitoring and/or customer complaints

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE005 Apply and monitor food safety requirements	HLTFS310C Apply and monitor food safety requirements	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria.	Not equivalent

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		New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.	

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Assessment Requirements for HLTFSE005 Apply and monitor food safety requirements

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 3.0.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the 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:

- monitored the implementation of the food safety program, including:
  - using 2 monitoring methods
  - identifying 2 unsafe food items
  - implementing corrective action for addressing 2 unsafe food items and reported to supervisor
- identified 2 potential or actual food safety hazards through monitoring or client complaint and investigated processes that contributed to the breach and recommended corrective action.

Knowledge Evidence

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

- food safety program requirements for:
  - monitoring
  - hazard analysis and critical control points (HACCP)
  - methods of control, especially time and temperature controls used in the receiving, storing, preparing, processing, displaying, serving, packaging, transporting and disposing of food
  - corrective action
  - food separation and recall procedures for unsafe food
  - reporting and documenting
- food safety hazards, the conditions under which they occur, and the possible consequences for:
  - biological agents in food

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    - chemical agents in food
    - physical agents in food
    - condition of food
- monitoring methods, including organisational procedures, taking temperature and pH measurements, collecting samples and visual inspection
- high risk individuals, including:
    - children or babies
    - pregnant women
    - aged persons
    - people with immune deficiencies or allergies
    - chronically unwell.

Assessment Conditions

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

- use of suitable facilities equipment and resources, including:
    - food service and food safety program policies and procedures
    - food service facilities, equipment and utensils for handling, preparing, storing, heating, transporting and disposing of food and beverages
    - monitoring equipment
    - appropriate clothing and footwear
    - personal protective clothing and wound dressings
    - food and beverages
    - cleaning equipment
    - hand washing facilities and equipment
- modelling of industry operating conditions.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTHPS006 Assist clients with medication

Modification History

Release	Comments
3	Update to correct minor typographical error. Equivalent competency outcome.
2	This version was released in *HLT Health Training Package release 3.0.* Wording changes to performance criteria 2.2 and 3.2. Equivalent competency outcome.
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to prepare for and provide medication assistance, and complete medication documentation. It also involves supporting a client to self-administer medication.

This unit applies to community services and health workers with authority in their state or territory to assist with the administration of medication.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

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. Prepare to assist with medication	1.1 Establish scope of own ability to provide assistance with medication according to organisation guidelines and jurisdictional regulatory requirements 1.2 Identify lines of authority to delegate the task, accountability and actions to be taken to handle contingencies 1.3 Confirm that equipment and all forms of medication to be administered are complete, ready for distribution and up to date 1.4 Confirm with supervisor the authority to proceed with assisting in the processes used in delivery of medication to clients 1.5 Follow infection prevention and control procedures
2. Prepare the client for assistance with administration of medication	2.1 Clarify specific assistance required to address personal needs of each client 2.2 Identify level and type of supervision required by client for assistance with medications within organisation policies and work role responsibilities 2.3 Correctly identify and greet each client, explain administration procedures and prepare them for medication 2.4 Check individual client medications according to organisation procedures 2.5 Prior assisting client with their medication, check for presence of any client physical or behavioural changes and report to supervisor or health professional 2.6 Recognise circumstances in which medication administration should not proceed and seek advice of supervisor or health professional

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3. Support clients with administration of medication	3.1 Prompt client to take medication at correct time 3.2 Prepare medications and support clients with administration of medication according to legislation, organisation policies, medication requirements and individual care plans 3.3 Make checks to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route 3.4 Oversee and observe clients when taking medication and confirm with them their ingestion or completion 3.5 Implement documented procedures for medication not being administered or absorbed 3.6 Complete medication administration records according to organisation procedures and regulatory requirements 3.7 Observe client for changes in condition and report to supervisor or health professional as required by organisation procedures
4. Handle medication contingencies	4.1 Report any concerns with the administration of medication to supervisor and/or health professional according to organisation procedures and protocols 4.2 Identify, report, record and address individual's reactions to medication according to organisation guidelines and health professional's instructions 4.3 Clearly identify contaminated or out of date medication and implement organisation's procedures for safe and appropriate disposal 4.4 Identify, report and record changes in individual's condition, within essential timeframes where relevant, according to organisation guidelines 4.5 Identify procedures to address/respond to changes in the client's condition or needs according to the organisation's guidelines 4.6 Promptly report any inconsistencies observed with the medication or client to the supervisor or health professional and take action according to their direction 4.7 Document and address all inconsistencies according to organisation guidelines and procedures

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5. Complete medication distribution and documentation	5.1 Discard waste products according to organisation procedures and manufacturer's instructions 5.2 Collect used equipment, discarded medications/applicators and rubbish and place in appropriate/designated receptacle according to instructions 5.3 Clean and store unused and used medication containers and administration aids in accordance with infection control guidelines 5.4 Follow the organisation's arrangements and procedures to replenish dose administration aids and supplies of medications 5.5 Store medication charts, care plans or treatment sheets according to organisation procedures 5.6 Complete medication storage procedures in compliance with legislation and own role responsibility

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.	
Numeracy –to calculate and check correct dosage of medication, expiry dates and client information. This includes basic calculations of ratios and volume. *Reading* –to correctly check and interpret client information and dosage instructions. *The remaining foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS006 Assist clients with medication	CHCCS305C Assist clients with medication	This version was released in HLT Health Training Package release 2.0 and meets the	Not equivalent

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		requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for HLTHPS006 Assist clients with medication

Modification History

Release	Comments
3	Update to correct minor typographical error. Equivalent competency outcome.
2	This version was released in *HLT Health Training Package release 3.0.* Wording changes to performance criteria 2.2 and 3.2. Equivalent competency outcome.
1	This unit of competency was first released in HLT Health Release 2.0.

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:

- provided assistance with medication:
  - to at least 5 different clients according to their care plans
  - with at least 5 different types of medications
  - used at least 3 different modes of administration
- consistently adhered to procedures and regulatory requirements for assisting with medication, including:
  - checked the care plan and confirming details
  - checked medication, including expiry dates and dosage instructions
  - confirmed client identity
  - calculated correct dosage
  - conducted pre and post administration client checks
  - cleaned equipment and disposed and stored medications according to organisation procedures completed accurate documentation

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Knowledge Evidence

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

- legislation, regulations, codes of practice and workplace policies, including:
    - commonwealth and state/territory legislation regarding the administration of medication including the Drugs and Poisons Act
    - Disability Services Acts (commonwealth and state)
    - Aged Care Act
    - duty of care
    - work health and safety
    - standard and additional infection control precautions
- roles and responsibilities of those involved in medication administration and limitations of own role in only providing assistance
- basic medication terminology
- forms of medication, and how they are handled, administered and stored, including:
    - capsules
    - drops
    - inhalants
    - liquids
    - lotions and creams
    - ointments
    - patches
    - powders
    - tablets
    - wafers
    - pessary
    - suppository
- characteristics of at least 10 commonly used medications in the area of work, including prescribed and over the counter medications, including:
    - purpose
    - expected effects and potential reactions
    - contraindications for use
    - consequences of incorrect use
    - storage requirements

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    - disposal requirements
- documentation requirements for the administration of medication, including:
    - purpose
    - potential impacts of errors and reasons for error medication charts, their role and procedures for use

Assessment Conditions

Skills must have be demonstrated in the workplace unless state or territory legislation prevents this occurring with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace/with members of the general public

- consistently adhered to procedures and regulatory requirements for assisting with medication, including:
    - checked the care plan and confirming details
    - checked medication, including expiry dates and dosage instructions
    - confirmed client identity
    - calculated correct dosage
    - conducted pre and post administration client checks
    - cleaned equipment and disposed and stored medications according to organisation procedures
    - completed accurate documentation

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - placebo medication, administration equipment, charts and documentation
    - individualised plan
    - workplace policies and procedures

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

In addition, assessors must be a registered nurse or registered enrolled nurse or registered Aboriginal and/or Torres Strait Islander health practitioner.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTHPS007 Administer and monitor medications

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to administer medications to people and monitor them, as per the delegation from a relevant health professional, in accordance with legislation and the employing organisation's medication and delegation policies and practice.

This unit applies to community services and health workers with the relevant authority in their state or territory to administer medication and monitor them as per the delegation from a relevant health professional.

Ongoing requirements to demonstrate competency in drug calculations may apply, and users should refer to relevant state/territory regulatory requirements.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Identify situations that are a potential risk to the safe administration of medications	1.1 Access and read information to enable identification of substance incompatibilities based on care plan and delegation 1.2 Identify environmental and time management issues that may impact on or contraindicate administration of medication 1.3 Report potential risks related to medication administration to delegating health professional 1.4 Confirm client identity and if any allergies exist 1.5 Identify drugs and poisons schedules and classifications as determined by law 1.6 Pro-actively identify any limitations in own capability in relation to undertaking delegated medication administration function and report to delegating health professional
2. Prepare for medication administration	2.1 Confirm delegating health professionals authority to proceed with delegation of medication administration according to organisation policies, guidelines and protocols and jurisdictional legislative and regulatory requirements 2.2 Clarify own role and limitations in providing assistance with medication administration with delegating health professional 2.3 Check that all equipment, including dose administration aids, are complete, ready for use, up to date and tamper free before proceeding 2.4 Follow infection control procedures 2.5 Confirm medication administration route and procedure 2.6 Confirm purpose and function of prescribed medications from care plans and delegating health professional 2.7 Accurately calculate medication dosages according to authorised documented request 2.8 Prepare medications according to delegated role and in line with legal and environmental guidelines
3. Identify and prepare the client for administration of medication	3.1 Greet and identify client according to organisation procedures and prepare for medication administration 3.2 Check client medication according to organisation guidelines and the delegation from the health professional 3.3 Accurately explain the administration procedure to the client

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	3.4 Prior to the administration of medication, check the client for any physical or behavioural changes that may indicate the need to report to delegating health professional
4. Administer medications within legal parameters	4.1 Administer medications as delegated within role responsibility 4.2 Administer medications according to "rights of medication", specific requirements from the form prescribed and in accordance with defined legislation, organisation procedures, professional standards and prescriber's written instructions where available 4.3 Assist the client taking the medication as required and according to documented procedures and professional standards 4.4 Oversee and observe the client when taking medication and confirm ingestion or completion of administration 4.5 Dispose of all used and unused medication, containers, according to organisation procedures 4.6 Identify signs from client "when necessary" medications might be required, then inform delegating health practitioner and act in accordance with organisation's policies, procedures, delegation and role responsibility 4.7 Record administration of medications according to organisation policy 4.8 Provide accurate information to clients and carers on medication administration, including possible side effects as per instructions of the delegating health professional
5. Monitor client response to administered medication	5.1 Identify possible acute and delayed adverse reactions to medications, respond within role responsibility and report to supervisor or health professional 5.2 Implement emergency response for identified acute and delayed adverse reactions within role responsibility 5.3 Record and report response to emergency strategies 5.4 Identify signs of a client experiencing pain and report to health professional 5.5 Observe and record client response to pain relieving medication and report to health professional

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6. Handle medication contingencies	6.1 Report medication refusal or incomplete ingestion to supervising health professional according to organisation's procedures and protocols 6.2 Clearly identify contaminated or out of date medication and implement organisation's procedures for safe and appropriate disposal 6.3 Observe and record changes in the client's condition according to the organisation's guidelines and report to supervisor and health professional 6.4 Record and report any inconsistencies according to delegation and organisation guidelines and procedures
7. Complete medication distribution and administration	7.1 Manage medication equipment and used containers according to infection control guidelines 7.2 Complete arrangements and procedures to replenish dose administration aids and supplies 7.3 Store medication charts, care plans and treatment sheets according to the organisation's procedures 7.4 Complete medication storage procedures in compliance with legislation and own role responsibility

Foundation Skills

The Foundation Skills describe those required skills (such as 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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS007 Administer and monitor medications	CHCCS424B Administer and monitor medications	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

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Assessment Requirements for HLTHPS007 Administer and monitor medications

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

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:

- safely administered medication to at least 10 different people, including:
  - applied the rights of medication
  - consulted and confirmed actions with an authorised practitioner at all relevant times
  - determined medication requirements
  - understood and responded appropriately to orders and instructions for medication
- calculated medications with 100% accuracy and used the rights of medication and standard precautions to administer medication, using each of the following routes or methods:
  - oral
  - sublingual/buccal
  - dry powder inhalers
  - metered dose/spacer inhalers
  - nebulisers
  - topical medications
  - suppositories
  - sub-cutaneous injection using pre-loaded syringes or pens
- documented the administration of medication according to legislative requirements and organisation procedures and policies

Knowledge Evidence

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

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- legislation, regulations, codes of practice, professional standards and workplace policies, including:
    - commonwealth and state/territory legislation concerning administration of medication, including the Drugs and Poisons Act
    - Disability Services Acts (commonwealth and state/territory)
    - Aged Care Act
    - duty of care
    - work health and safety
    - standard and additional precautions
- principles, practices and regulatory framework underpinning delegation and supervision, accountability and responsibility
- roles and responsibilities of those involved in assisting with medications and limitations of own role
- scheduled medications and interpretation of scheduling:
    - schedule 2
    - schedule 3
    - schedule 4
    - schedule 8
- forms of medication, and how they are handled, administered and stored, including:
    - capsules
    - drops
    - inhalants
    - liquid
    - lotion and cream
    - ointments
    - patches
    - powder
    - tablets
    - wafers
    - pessary
    - suppository
- basic pharmacology of medications, including:
    - pharmacodynamics (biochemical and physiological effects of commonly used pharmacology on the body)

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    - pharmacokinetics (the action of commonly used pharmacology in the body over a period of time, including the processes of absorption) pharmacotherapeutics (therapeutic uses and effects of pharmacology used for common medical conditions)
    - toxicology (adverse effects of chemicals on the organs of the body)
- key aspects of medication groups and categories and their general effect on body systems and major disorders, including:
    - central nervous system
    - musculo-skeletal system
    - peripheral nervous system
    - endocrine system
    - cardiovascular system
    - respiratory system
    - gastrointestinal system
    - renal/urinary system
    - reproductive systems
    - immune system
    - integumentary system
    - eye, ear and special senses
    - micro-organisms
    - neoplastic disease
- major factors that affect the action of drugs, including:
    - age
    - disease
    - processes
    - nutrition
    - hydration
- cross infection and prevention strategies including:
    - correct hand washing techniques
    - glove usage
    - awareness of how infection is spread
- procedures and legal requirements for different medication administration routes and consequences of incorrect use:
    - aural
    - insulin by sub-cutaneous injection using pre-loaded syringes or pens

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  - intranasal
  - ocular
  - oral
  - rectal
  - topical (including transdermal)
  - vaginal
- substance incompatibilities and contra-indications, including those related to:
  - warfarin and aspirin
  - medication and diet
  - medication and sunlight
  - infection
  - alcohol
- basic understanding of:
  - anaphylactic reactions
  - side effects
  - precautions
- characteristics of at least twenty commonly used medications in the area of work, including prescribed and over the counter medications:
  - purpose
  - expected effects and potential reactions, including anaphylactic reactions
  - contraindications for use
  - consequences of incorrect use
  - storage requirements
  - disposal requirements
- documentation requirements for medication administration:
  - purpose
  - potential impacts of errors and reasons for error
  - medication charts, their role and procedures for use

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations has not been provided in the workplace. The following aspects of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace or with members of the general public and where state/territory legislation prevents this practice in the workplace:

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- calculated medications with 100% accuracy and used the rights of medication and standard precautions to administer medication

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - placebo medication, administration equipment, charts and documentation
    - individualised plans
    - workplace policies and procedures

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

In addition, assessors must be a registered nurse or registered enrolled nurse or registered Aboriginal and Torres Strait Islander health practitioner.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTHPS010 Interpret and use information about nutrition and diet

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to interpret and use basic information about nutritional principles and healthy diet. It does not include the provision of therapeutic nutritional or dietary advice to individual clients or the recommendation of 'practitioner only' nutritional products.

This unit applies to individuals working with clients within the limits of the *Australian dietary guidelines*. They make referrals to other health professionals or accredited practising dietitians when those limits are exceeded.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*

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1. Access nutritional and dietary information	1.1 Establish credible sources of information about nutrition and diet 1.2 Access and interpret current dietary guidelines for healthy Australians and nutritional information that support self-care 1.3 Extract and distil information relevant to own practice
2. Use information about diet and nutrition	2.1 Determine situations where nutrition and diet may play a role for individual clients 2.2 Integrate knowledge of basic nutrition and diet into service provision 2.3 Promote healthy diet and nutrition to others based on the *Australian dietary guidelines* 2.4 Provide information on lifestyle, self-care practices and specialist services related to diet and nutrition 2.5 Identify situations where referral to a health care professional is required and take action accordingly
3. Maintain own knowledge of nutrition	3.1 Identify and use opportunities to update nutritional knowledge 3.2 Monitor current issues and trends in nutrition and diet 3.3 Evaluate potential changes in own work based on updated knowledge

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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HLTHPS010 Interpret and use information about nutrition and diet		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

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Assessment Requirements for HLTHPS010 Interpret and use information about nutrition and diet

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

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:

- used critical thinking skills to review and distil information about nutrition and diet
- used information about nutrition and diet within the scope of own job role in the provision of services to at least 3 different people

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 requirements in relation to the provision of nutritional and diet information to clients:
    - roles, responsibilities and limitations of different people
    - conflicts of interest and ethical considerations
- source of information about nutrition and diet and ways to assess their credibility
- established evidence-based sources of information about nutrition and diet
- anatomy and physiology relating to diet, including:
    - structure of the digestive system
    - role of metabolism
    - digestive processes and activities, including:
        - ingestion
        - mechanical digestion
        - propulsion
        - chemical digestion
        - absorption

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        - defecation
- primary components of *Australian dietary guidelines,* including those for older Australians, children and adolescents.
- foods and their key features as described in the *Australian dietary guidelines*, including diet related aspects of chronic disease:
    - diabetes
    - cardiovascular
    - obesity/eating disorders
- basic principles and practices of nutrition and healthy diet, including nutrients, their function, recommended dietary intake (RDI), toxicity and their food sources
- benefits of antioxidants, and food groups that provide good sources
- influences on food choices for individuals
- food labelling and interpretation
- role and implications of using food additives and preservatives
- health implications of food choices
- role of good nutrition in avoiding dietary diseases
- effects of various processing and cooking methods and food storage on nutrients
- commonly encountered food intolerances
- main types and characteristics of special diets that are part of contemporary Australian society:
    - diabetic
    - coeliac/gluten free/low gluten
    - low cholesterol
    - low fat
    - sugar free
    - vegetarian
    - vegan
    - diets specific to different cultures and religions
- the meaning of:
    - drug–food interactions
    - food allergy
    - food intolerance
    - alkaline and acidity charts
- indicators of need for referral to specialist advice

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTINF001 Comply with infection prevention and control policies and procedures

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks.

This unit applies to individuals working in health and direct client care contexts.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria

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Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Follow standard and additional precautions for infection prevention and control	1.1 Follow hand hygiene practices in accordance with organisations policies and procedures 1.2 Implement hand care procedures and cover cuts and abrasions 1.3 Follow organisation procedures for choice and use of personal protection equipment 1.4 Follow procedures for respiratory hygiene and cough etiquette 1.5 Follow procedures for environmental cleaning 1.6 Follow procedures for handling, transporting and processing of linen in a manner that controls the spread of infection 1.7 Follow procedures for disposal of contaminated waste 1.8 Follow procedures for handling and cleaning client equipment that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of pathogens 1.9 Identify and respond to situations where additional precautions may be required to prevent transmission of infection
2. Identify infection hazards and assess risks	2.1 Identify infection hazards associated with own role and work environment 2.2 Identify own areas of responsibility in relation to infection prevention and control 2.3 Assess risk by determining the likelihood and severity of harm from identified hazards. 2.4 Document and report activities and tasks that put self, clients, visitors and/or other workers at risk 2.5 Identify appropriate control measures to minimise risk in accordance with organisations procedures
3. Follow procedures for managing risks associated with specific hazards	3.1 Follow protocols for care after exposure to blood or other body fluids as required 3.2 Place appropriate signs when and where appropriate

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	3.3 Remove spills in accordance with the policies and procedures of the organisation 3.4 Minimise contamination of materials, equipment and instruments by aerosols and splatter 3.5 Identify, separate and maintain clean and contaminated zones 3.6 Confine records, materials and medicaments to a well-designated clean zone 3.7 Confine contaminated instruments and equipment to a well-designated contaminated zone

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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF001 Comply with infection prevention and control policies and procedures	HLTIN301C Comply with infection control policies and procedures	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume	Not equivalent

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		and frequency requirements. Significant change to knowledge evidence.	

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Assessment Requirements for HLTINF001 Comply with infection prevention and control policies and procedures

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

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:

- followed established organisation infection prevention and control procedures on at least 3 separate occasions
- followed established organisation infection prevention and control procedures at least once for each of the following:
    - hand hygiene and care of hand
    - use of personal protective equipment
    - handling of waste
    - enforcing clean and contaminated zones
    - limitation of contamination
    - surface cleaning

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:

- established guidelines for the prevention and control of infection, including those for:
    - personal and hand hygiene:
        - how to hand wash
        - how to hand rub

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        - pre-surgical hand preparation
        - clinical moments when hand hygiene should be performed with soap and water rather than alcohol-based hand rub
        - non-clinical moments for hand hygiene hand care, including guidelines on maintaining intact skin, fingernails and jewellery/watches
    - use and scope of personal protective equipment guidelines for:
        - glove use
        - wearing gowns and waterproof aprons
        - wearing masks
        - wearing protective glasses
    - surface cleaning:
        - cleaning procedures and their specified times
        - routine surface cleaning
    - managing a blood or body fluid spill
    - sharps handling and disposal techniques
    - reprocessing procedures for equipment
- types of additional precautions and their relevance to particular areas of work or client groups
- types of hazards in the work environment and associated risks and control measures
- chain of infection:
    - source of infectious agent
    - mode of transmission
    - susceptible host
- basis of infection, including:
    - bacteria and bacterial spores
    - difference between harmless microorganisms and pathogens
    - difference between colonisation, infection and disease
    - fungi
    - viruses
- key modes of disease transmission – contact, airborne and droplet:
    - paths of transmission including direct contact, aerosols and penetrating injuries
    - risk of acquisition
    - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- factors that increase the susceptibility to infection:

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- immune status
- wounds or devices
- medications and comorbidities
- age

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - organisational infection prevention and control guidelines
  - personal protective equipment
  - hand hygiene facilities and equipment
  - medical or client care equipment relevant to the workplace
  - clinical and other waste and waste disposal equipment
  - areas for cleaning
  - equipment for cleaning, including sterilised sharps if relevant to role
- modelling of industry operating conditions, including integration of problem solving activities to which the candidate responds

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTOHC001 Recognise and respond to oral health issues

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant 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 identify variations and recognise oral health issues through a visual check, observation of patient behaviour and habits, signs and symptoms and physical condition of patients. This enables the candidate to respond appropriately to the clinical findings to initiate follow up oral health care.

This unit applies to workers in a range of health and community services environments where their work role requires them to recognise and respond to oral health issues.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Identify variations in patient behaviour and habits	1.1 Identify opportunities to observe patient behaviour, physical functions, capabilities and habits that may indicate oral health issues or associated pain or discomfort 1.2 Observe, listen for self-reports and question patient and family/or carer to determine whether the patient is experiencing pain or discomfort that may be associated with oral health issues 1.3 Access relevant information on contributing factors that may produce variation from normal behaviour
2. Undertake basic visual oral check and questioning	2.1 Obtain consent from the patient to conduct basic visual oral check and questioning from patient and/or family/carer 2.2 Ensure comfort of patient by developing trust and rapport, adapting environment and optimal time based on patient needs 2.3 Provide support for patient's head or chin if necessary to enhance visual access without creating discomfort for the patient 2.4 Seek assistance from patient to open their own mouth to limit hand contact inside the mouth 2.5 Prepare and perform basic visual oral checks in line with own work role and use of standard precautions 2.6 Identify signs and symptoms of oral health issues that may indicate variation from normal and actively listen to and be aware of self-reports
3. Follow up and promote ongoing oral health care	3.1 Complete documentation and reporting processes, using information from patient, and/or family/carer or other relevant people as well as own observations in relation to oral health issues 3.2 Discuss oral health issues with patient and/or carer in line with organisation policies and procedures and respecting patient priorities and choices 3.3 Take appropriate action within work role, including liaising with supervisor in consultation with patient to ensure appropriate referral occurs

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	3.4 Use appropriate communication strategies to provide information relevant to promoting and maintaining good oral health 3.5 Provide instruction to support patients to take a self-care approach to oral health in line with individual needs where possible 3.6 Identify and address key barriers to management or self-management of oral health 3.7 Review and monitor oral health issues

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC001 Recognise and respond to oral health issues	CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for HLTOHC001 Recognise and respond to oral health issues

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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:

- performed a visual oral health check on 5 patients, including:
    - identified any signs and symptoms related to oral health care issues
    - gathered relevant information from visual check and questioning to initiate appropriate follow up oral health care
    - used appropriate manual handling techniques when working with patients with special care needs or mental health condition

Knowledge Evidence

The candidate must 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:

- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- patient behaviour and habits which contribute to oral health issues
- causes and prevention of tooth decay, gum disease and tooth wear, including erosion, abrasion and attrition.
- effective self-care practices for oral health including cause, control and prevention of dental plaque
- state/territory and national government policy and programs and reporting processes for oral health

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- accessibility to services, including availability of private and public oral health services, including eligibility for services
- role of oral health professionals
- factors that impact on oral health, including:
    - abuse (neglect of oral health needs)
    - access to dental and health services
    - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
    - correct infant feeding practices
    - damage from habitual grinding of teeth
    - diet and nutrition, including fluids and excessive intake of sugar
    - fluoride
    - general health and wellbeing
    - immunosuppressant conditions, HIV, chemotherapy and radiation
    - injury to mouth, such as from a seizure
    - medical history
    - oral piercings
    - patient oral health information
    - presence of plaque and calculus
    - psychological issues, such as fear of being seen without dentures or persisting with ill-fitting dentures for satisfaction of others
    - salivary function
    - smoking
    - social and cultural determinants of health
    - susceptible tooth surfaces
    - transmission of bacteria particularly from family/carer to child
    - teeth misalignment causing trauma to teeth
    - trauma to mouth as a result of an accident
- healthy eating recommendations as identified in the *National health and medical research council's (NHMRC) Australian dietary guidelines*

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

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The following aspect of the performance evidence must have been demonstrated using 10 simulation scenarios prior to demonstration in the workplace or with members of the general public:

- performing a visual oral health check

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
    - appropriate personal protective equipment (PPE)
    - *Dental board of Australia – dental guidelines* on infection control on which the candidate bases the planning process
- modelling of industry operating conditions, including access to people for the simulated scenarios

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTOHC002 Inform and support patients and groups about oral health

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCOHC402A/CHCOHC401A. Significant 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 provide practical information and instruction to patients and groups to promote and support good oral health care practices. The skills and knowledge will enable the candidate to provide health promotion and practical demonstration and instruction of oral hygiene practices and techniques.

This unit applies to workers in a range of health and community services environments whose work roles provide them with an opportunity to promote and support good oral health care.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Develop and maintain understanding of oral health information and issues	1.1 Build on understanding of what constitutes good oral health 1.2 Maintain current knowledge on the risk factors and outcomes associated with poor oral health and hygiene practices 1.3 Identify oral health hygiene techniques used to address specific patient needs and preferences 1.4 Demonstrate own commitment to oral health through awareness and application of effective self-care oral health practices 1.5 Recognise social and cultural determinants of health as well as varying individual motivations and capacity to carry out good oral health care practices
2. Provide information related to oral health using a person-centred approach	2.1 Address agreed outcomes in planning for oral health care needs by explaining the link between oral health and general health 2.2 Prepare information so that it is relevant to the target audience and use a person-centred approach to identify and respond effectively to individual needs 2.3 Engage and respond to concerns of patient by providing oral health care information, including issues associated with poor oral health and hygiene 2.4 Negotiate with patient a flexible approach to delivery of oral health information 2.5 Explain relevant information on the importance of regular oral checks with an oral health practitioner
3. Provide specific information and instruction on oral hygiene self-care techniques and appropriate aids	3.1 Collect data specific to patient by questioning, observing and accessing available information from patient and/or carer 3.2 Instruct and explain tooth brushing and soft tissue techniques and use of appropriate aids, explain their advantages in terms of achieving and maintaining effective oral health 3.3 Demonstrate and provide instruction on the care of partial and full dentures

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	3.4 Identify opportunities for participants to demonstrate learned skills 3.5 Encourage and support patients, including people with special needs to follow effective self-care techniques for oral hygiene practices to make knowledge, attitude and behavioural changes where possible
4. Evaluate effectiveness of oral health information session	4.1 Obtain feedback from the patient and/or group to determine whether the information is correctly received and understood 4.2 Implement changes to information or delivery processes based on feedback

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC002 Inform and support patients and groups about oral health	CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCOHC402A/CHCOHC401A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent
HLTOHC002 Inform and support	CHCOHC402A Support clients and	This version was released in HLT Health Training Package	Not equivalent

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patients and groups about oral health	groups to learn practical aspects of oral health care	release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged CHCOHC402A/CHCOHC401A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	

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Assessment Requirements for HLTOHC002 Inform and support patients and groups about oral health

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCOHC402A/CHCOHC401A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

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 demonstrated evidence that the candidate has:

- communicated effectively to 5 patients to provide information that addresses their oral health care needs, including:
    - impact of oral health on general health and wellbeing
    - causes and prevention of dental plaque, dental caries, dental erosion and periodontal disease, dental trauma
    - diet and nutrition
    - denture care on patients with dentures
    - evaluating how well target audience has understood the oral health and self-care practice information provided
    - reflecting on and improving own level and application of skills and knowledge to motivate target audience and achieve key oral health outcomes

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:

- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- patient behaviour and habits which contribute to oral health issues

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- causes and prevention of tooth decay, gum disease and tooth wear including erosion, abrasion and attrition
- good oral health refers to a person's mouth that has:
    - breath without offensive odour
    - inflammation and lesion-free soft tissue
    - intact and stable teeth without cavities
    - moist lips without chapping
    - no build-up of food, calculus or plaque
    - no oral pain
    - pink, moist, uncoated tongue
    - watery plentiful saliva
    - well-fitting dentures
- accessibility to services, including availability of private and public oral health services and eligibility for services
- effective self-care practices for oral health including cause, control and prevention of dental plaque
- factors that impact on oral health, including:
    - abuse (neglect of oral health needs)
    - access to dental and health services
    - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
    - bacteria in dental plaque
    - correct infant feeding practices
    - damage from habitual grinding of teeth
    - diet and nutrition, including fluids and excessive intake of sugar
    - fluoride
    - general health and wellbeing
    - immunosuppressant conditions, HIV, chemotherapy and radiation
    - injury to mouth, such as from a seizure
    - medical history
    - oral piercings
    - patient oral health information
    - presence of plaque and calculus
    - psychological issues, such as fear of being seen without dentures or persisting with ill-fitting dentures for satisfaction of others

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    - salivary function
    - smoking
    - social and cultural determinants of health
    - susceptible tooth surfaces
    - transmission of bacteria particularly from family/carer to child
    - teeth misalignment causing trauma to teeth
    - trauma to the mouth as a result of an accident
- healthy eating and drinking recommendations as identified in *National health and medical research council's (NHMRC) Australian dietary guidelines*

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTOHC003 Apply and manage use of basic oral health products

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria - Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to apply and manage use of basic oral health products and provide assistance to patients in the use of those products as identified in an individualised oral health care plan.

This unit applies to workers whose work roles specifically include the application of identified oral health products in line with product guidelines and in compliance with all regulations related to the supply and use of regulated products (excluding fluoride varnish).

***T** he skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards for maintaining infection control and the policies and procedures of the oral health practice or organisation*

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Prepare for and participate in the application of basic oral health care products	1.1 Identify and comply with manufacturers' guidelines relating to each product and its application 1.2 Identify high risk products and comply with specific guidelines relating to their application 1.3 Explain product application process and purpose to patient and/or carer in line with product guidelines, oral health care benefits and any risks 1.4 Obtain feedback from patient to determine that procedure is understood and obtain consent from patient and/or carer to undertake process 1.5 Confirm patient is comfortably positioned according to their individual needs 1.6 Prepare products and equipment as required and check the expiry date on product
2. Apply basic oral health care products	2.1 Determine volume and strength to apply of product in a safe and effective manner in line with oral health care plan and product guidelines 2.2 Supervise and support patient to apply own product where able 2.3 Where assistance is required position self to suit patient or situation 2.4 Ensure application is undertaken using correct size/type applicator at correct location 2.5 Adapt techniques or arrangements outlined in the oral health care plan in case of patient refusal or inability to comply
3. Support oral health and oral hygiene of patients with special care needs	3.1 Support patient with special care needs in line with oral health care plan 3.2 Be aware of common oral health problems associated with patients with palliative care needs and take appropriate action in line with their needs

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	3.3 Understand oral health problems associated with nil by mouth instructions and take appropriate action in line with patient needs 3.4 Access relevant information on common difficulties associated with dementia that may result in oral health problems and take appropriate action in line with patient needs 3.5 Update knowledge of common side effects of medication on oral health and initiate follow up care with health practitioner on identified patient needs 3.6 Ensure identified preventive measures are implemented in line with oral health care plan
4. Complete reporting and documentation and evaluate outcomes	4.1 Document and record processes undertaken and report any concerns arising during oral health practices 4.2 Maintain and file documentation using relevant technology 4.3 Evaluate the feedback and outcomes of the processes undertaken in collaboration with health care team to adjust oral health care plan

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC003 Apply and manage use of basic oral health products	CHCOHC406B Provide or assist with oral hygiene	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

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		Significant changes to the elements and performance criteria - Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.	

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Assessment Requirements for HLTOHC003 Apply and manage use of basic oral health products

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria - Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

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:

- applied identified oral health products to 3 patients that require special care needs in line with product guidelines and oral health care benefits in compliance with all regulations related to the supply and use of regulated products (excluding fluoride varnish)
- identified and responded at least 1 time to risks associated with applying oral health products including:
    - allergic reaction or sensitivity to product/s
    - injury to soft tissue from product/s

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:

- relevant state/territory and national government policy and programs and reporting processes for oral health and regulations related to the supply and use of regulated products
- accessibility to services including availability of private and public oral health services, including eligibility for services
- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- benefits and risks associated with basic oral health products

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- common equipment and aids utilised in the application of oral hygiene products e.g. mouth props
- factors that impact on oral health, including:
    - abuse (neglect of oral health needs)
    - access to dental and health services
    - accumulation of plaque and calculus
    - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
    - alcohol misuse
    - bacteria in dental plaque
    - correct infant feeding practices
    - damage from habitual grinding of teeth
    - diet and nutrition, including fluids
    - fluoride
    - general health and wellbeing
    - immunosuppressant conditions, HIV, chemotherapy and radiation
    - injury to mouth, such as from a seizure
    - medical history
    - oral piercings
    - patient oral health information
    - psychological issues, such as fear of being seen without dentures or persisting with ill-fitting dentures for satisfaction of others
    - salivary function
    - smoking
    - social and cultural determinants of health
    - susceptible tooth surfaces
    - transmission of bacteria particularly from family/carer to child
    - trauma to the mouth as a result of an accident
- healthy eating recommendations as identified in the *National health and medical research council's (NHMRC) Australian dietary guidelines*
- individualised oral health care support plans, including terminology
- work health and safety (WHS) issues and procedures, including those related to manual handling and infection control
- oral disease and broad treatment options available
- oral health issues for identified high risk sub-populations

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- oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- dry mouth syndrome (xerostomia) related to conditions such as diabetes, ageing
- own work role and responsibilities in oral health care
- personal safety and security risks associated with provision of oral hygiene care support
- practical use of oral health products
- principles and practices in undertaking technical skills associated with the application of oral health products
- principles and practices of confidentiality, privacy, respect and consent
- processes and strategies to support people with oral hygiene care needs
- role of carers in relation to oral health care needs of patients
- saliva and its role in the maintenance of oral health:
    - acting as a lubricant
    - delivering calcium, phosphate and fluoride to the tooth surface
    - protecting teeth by neutralising acid
- significance of service setting, including specific contexts, such as providing oral hygiene in a patient care setting or in a patient's private home
- signs and symptoms of an allergic reaction to an oral health product
- specialist oral care and support for patients in circumstances, such as those who:
    - are aged
    - are on nil by mouth instructions
    - are receiving palliative care
    - are undergoing chemotherapy
    - who have enteral feeding, such as via a nasogastric tube or a percutaneous endoscopic gastrostomy (PEG) tube
    - have dementia
    - have epilepsy
    - have intellectual or physical disability
    - have loss of tooth through extraction
    - have loss of tooth through injury
    - have medical or psychiatric conditions
    - have post-surgery or trauma needs
- strategies to minimise personal safety and security risks associated with provision of oral hygiene care support

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- symptoms and signs that suggest a need for further assessment and/or treatment
- the interaction between oral health and general health
- basic oral health care products, including:
    - products specified in the patient's individualised oral health care plan, such as:
        - alcohol-free mouthwash
        - antibacterial products
        - lip moisturiser
        - non-medically prescribed therapeutic agents and topical analgesic
        - remineralisation products
        - saliva substitutes/stimulants:
            - chewing gum
            - gels
            - liquids
            - lozenges
            - sprays
- common oral health problems associated with patients with palliative care needs may include but are not limited to:
    - angular cheilitis
    - candida (thrush)
    - debris
    - dental caries
    - dry mouth and/or lips
    - excessive saliva
    - hairy leukoplakia
    - herpes simplex
    - kaposi sarcoma (HIV patients only)
    - sensitive mouth
    - ulcers, including viral and traumatic

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

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The following aspect of the performance evidence must have been demonstrated using 10 simulation scenarios prior to demonstration in the workplace or with members of the general public:

- applying identified oral health products safely and effectively

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
    - age related oral health care resources
    - appropriate personal protective equipment (PPE)
    - *Dental board of Australia – dental guidelines* on infection control on which the candidate bases the planning process
    - oral hygiene self-care aids and technique
    - specialised equipment, placebo or simulated oral health products utilised in provision of oral hygiene
- modelling of industry operating conditions, including access to people for the simulated scenarios

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTOHC004 Provide or assist with oral hygiene

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to provide or assist a patient with their oral hygiene where the patient is unable to perform all or part of these tasks by themselves. The oral hygiene tasks for the patient are carried out within the framework of an individualised care support plan and within the workers designated role and responsibilities.

This unit applies to workers who provide direct patient care in a range of health and community services environments.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	**Performance criteria**
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*

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1. Identify patient's oral hygiene requirements to ensure good oral health	1.1 Liaise with supervisor to confirm individualised care plan supports requirements to address patient's oral hygiene needs using a person-centred approach 1.2 Work effectively with patients from a diverse range of backgrounds to meet individual preferences in relation to provision of support or assistance with oral hygiene 1.3 Discuss and confirm the patient's level of participation in meeting their own oral hygiene preferences and provide information to the patient and/or carer as required 1.4 Confirm oral hygiene requirements are within scope of own knowledge, skills and work role and seek appropriate assistance where patient requirements are outside scope 1.5 Take into account and address impacts that provision of oral hygiene may have on the patient and address any situations of risk associated with the provision of support and confirm actions with supervisor 1.6 Update knowledge to identify appropriate oral hygiene products, processes and aids for providing assistance and promoting independence in line with the patient's individualised care support plan
2. Assist and support patients in an appropriate manner	2.1 Provide oral hygiene support or assistance in an appropriate environment 2.2 Use effective communication, appropriate body language and a caring attitude to facilitate patient understanding of, and comfort with, oral hygiene processes taking place 2.3 Clarify and address difficulties in providing support, including patient behavioural responses with patient and supervisor within organisation protocols 2.4 Adapt techniques or arrangements in case of patient refusal or inability to comply as recommended in the individualised care support plan 2.5 Recognise signs that indicate an oral health problem, including distress or behaviours of concern, especially in patients unable to articulate their symptoms or concerns 2.6 Develop trust, rapport and respect with the patient and work in an appropriate environment to maintain dignity at an optimal time. 2.7 Ensure patient is in a position which provides visual access to the mouth seeking their assistance to open their own mouth to minimise contact with the mouth and use appropriate infection control procedures

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	2.8 Provide support for patient's head or chin to enhance visual access without creating discomfort for the patient
3. Assist and support patients in their identified oral hygiene needs	3.1 Prepare oral hygiene products and aids for use with teeth and soft tissue or dentures in an appropriate, safe and patient preferred manner 3.2 Inform patient and/or carer of oral hygiene processes to take place and incorporate toothbrush care 3.3 Provide and record individualised care support or assistance with oral hygiene tasks with consideration of identified patient preferences or risks 3.4 Where appropriate encourage patient to wear, insert and remove own dentures in line with care plan and support and assist patients with care of dentures 3.5 Update knowledge of techniques to improve oral hygiene practices and modified oral hygiene methods and aids
4. Recognise and report changes in patient oral hygiene requirements	4.1 Regularly review and document oral hygiene techniques being used to ensure oral health is maintained according to the oral health care plan 4.2 Identify variations in oral hygiene support requirements and report to supervisor any concerns to arise during patient contact 4.3 Consult with patient and supervisor to identify required changes to procedures and oral health products and aids 4.4 Maintain and file documentation using relevant technology

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

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HLTOHC004 Provide or assist with oral hygiene	CHCOHC407B Apply and manage use of basic oral health products	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.	Not equivalent

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Assessment Requirements for HLTOHC004 Provide or assist with oral hygiene

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

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:

- performed effective oral hygiene practices on 3 different patients in the workplace
- used processes, aids and equipment appropriately in provision of oral hygiene, including performing the following tasks at least 1 time:
    - tooth brushing
    - soft tissue cleaning
    - use of mouthwash
    - care of dentures
    - care of crown or bridge or implant or braces

Knowledge Evidence

The candidate must 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:

- awareness that good oral health refers to a person’s mouth that has:
    - breath without offensive odour
    - inflammation and lesion-free soft tissue
    - intact and stable teeth without cavities
    - moist lips without chapping
    - no build-up of food, calculus or plaque
    - no oral pain
    - pink, moist, uncoated tongue
    - watery plentiful saliva
    - well-fitting dentures

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- relevant state/territory and national government policy and programs and reporting processes for oral health
- accessibility to services, including availability of private and public oral health services and eligibility for services
- basic anatomy and physiology underpinning oral health and hygiene, including what is considered healthy and unhealthy
- basics of oral health and hygiene and variations in oral hygiene care support requirements
- common and specialised equipment, products and aids utilised in provision of oral hygiene care support
- factors that impact on oral health, including:
    - abuse (neglect of oral health needs)
    - access to dental and health services
    - alcohol, licit and illicit drugs and substances, over the counter and herbal treatments
    - bacteria in dental plaque
    - correct infant feeding practices
    - damage from habitual grinding of teeth
    - diet and nutrition, including fluids and excessive intake of sugar
    - fluoride
    - general health and wellbeing
    - immunosuppressant conditions, HIV, chemotherapy and radiation
    - injury to mouth, such as from a seizure
    - medical history
    - oral piercings
    - patient oral health information
    - psychological issues, such as fear of being seen without dentures or persisting with ill-fitting dentures for satisfaction of others
    - salivary function
    - smoking
    - social and cultural determinants of health
    - susceptible tooth surfaces
    - transmission of bacteria particularly from family/carer to child
    - teeth misalignment causing trauma to teeth
    - trauma to the mouth as a result of an accident
- individualised care support plans, including terminology

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- mobility and dexterity issues exhibited by patients and the impact this may have on oral hygiene
- oral side effects of medications, such as metallic taste in the mouth and ulcers
- dry mouth syndrome (xerostomia) related to conditions such as diabetes and ageing
- organisation requirements for documentation and report writing
- own work role and responsibilities in provision of oral hygiene
- personal safety and security risks associated with provision of oral hygiene care support and strategies to minimise risks
- principles and practices in undertaking technical skills associated with supporting or assisting people to meet oral hygiene care needs
- principles and practices of confidentiality, privacy, respect and dignity
- processes and strategies to support people with, and provide, oral hygiene care needs
- role of carers and substitute decision makers in relation to oral hygiene decisions and support
- roles of oral health practitioners
- significance of service setting, including specific contexts of supporting oral hygiene care needs in a patient care setting and in a patient's private home
- signs and symptoms of an allergic reaction
- the interaction between oral health and general health
- oral hygiene products and aids for teeth and soft tissue may include:
    - alcohol-free mouthwash directed by an oral health practitioner as part of an oral health care plan
    - fluoride toothpaste
    - interdental brushes
    - manual and electric toothbrushes
    - modified toothbrushes
    - mouth props (if trained in their use)
    - saliva substitutes
    - soft toothbrush suitable for bending
    - specialised aids
    - sprays
    - sugar-free gums
    - tongue scraper
    - tooth remineralising agent
- oral hygiene products and aids for dentures may include:

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- denture adhesive
- denture brush
- denture disinfection product
- denture labelling kit
- denture soaking products
- denture-friendly cleaner
- named denture storage container (disposable or non-disposable)

- techniques to improve oral hygiene practices may include:
  - bridging:
    - engages patients senses of sight, sound and touch by mimicking brushing of own teeth to provide physical prompt
    - place brightly coloured toothbrush in patient's preferred hand to mirror behaviour
  - chaining:
    - bring patients hand and toothbrush to their mouth, describing activity and encouraging the patient to continue unaided
  - hand over hand:
    - using a hand over patient's hand to start brushing patient's teeth in unison
  - distraction:
    - use of a familiar item, such as towel, cushion or activity board, in patient's hand while brushing their teeth
  - rescuing:
    - attempts at oral hygiene are not successful and assistance is required
- modified oral hygiene methods and aids, may include:
  - appropriate alcohol-free mouthwash and gel
  - backward bent toothbrush, or similar implement to retract cheek while brushing with another toothbrush
  - bite block
  - end tufted brush
  - flossers
  - hand grip on toothbrush for patients with reduced grip strength
  - high fluoride toothpaste applied onto teeth instead of brushing as a short term alternative only
  - mouth props for patients who clench or bite or who have difficulty opening mouth (specific training required)

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- mouth spray
- mouth swabs
- saliva substitute
- suction swabs
- tongue scraper and/or brush

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The following aspect of the performance evidence for the provision of oral hygiene must have been demonstrated using 10 simulations scenarios covering a range of different people and complexities prior to demonstration in the workplace or with members of the general public:

- performed effective oral hygiene practices

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
  - age related oral health care resources
  - appropriate personal protective equipment (PPE)
  - *Dental board of Australia – dental guidelines* on infection control, on which the planning process is based
  - oral hygiene placebo products and aids for teeth and soft tissue
  - oral hygiene products and aids for dentures or oral hygiene self-care aids
- modelling of industry operating conditions, including access to people for the simulated scenarios

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTOHC005 Use basic oral health screening tools

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* 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 prepare for and conduct authorised oral health screening tests within scope of work role to identify the need for referral to an oral health practitioner or for additional education or instruction in oral health care.

This unit applies to workers in a range of health and community service environments where authorised basic oral health screening is carried out.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Prepare for and participate in basic routine oral health screening services	1.1 Explain screening procedure and rationale to patient/s, check understanding and obtain consent from patient and/or carer to conduct screening 1.2 Prepare screening materials, instruments and tools 1.3 Take into account patient's ability to self-report and select most suitable tools and approach 1.4 Comply with directions of screening tool instructions, guidelines and/or training approved by the oral health sector 1.5 Use screening tool to question patients about their oral health and take into account specific individual issues 1.6 Demonstrate an understanding of existing health conditions and impacts on oral health
2. Follow screening tool questioning, observation and recording requirements	2.1 Record and document observations about patient's oral health in appropriate format according to tool and organisation guidelines 2.2 Consult with other health personnel where necessary to confirm or clarify screening results, and record processes and outcomes 2.3 Interpret findings based on screening results and report results to health practitioner or oral health team 2.4 Document reporting processes, use information from patient and/or carer and own observations
3. Review screening process and referral outcomes	3.1 Address identified needs for oral health education and/or assessment in consultation with others and refer where necessary 3.2 Where appropriate, discuss with patients and other relevant stakeholders any issues or obstacles relating to referrals made 3.3 Where screening was unsuccessful report and follow up appropriately

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	3.4 Clarify screening effectiveness by obtaining feedback from patients and other relevant stakeholders and identify any issues in own use of screening tool/s

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC005 Use basic oral health screening tools	CHCOHC303B Use basic oral health screening tools	This version was released in HLT Health Training Package release 2.0 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.	Not equivalent

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Assessment Requirements for HLTOHC005 Use basic oral health screening tools

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* 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.

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 demonstrated evidence that the candidate has completed the following tasks at least once:

- communicated effectively with 5 patients to establish a relationship of trust to provide oral health information, including gaining patient's understanding of how the oral health screening tools are used
- used relevant endorsed oral health screening tool/s and techniques on 5 different patients, including:
    - interpreting and reporting results
    - documentation of findings
    - referral of patients as required

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:

- how to use the relevant endorsed oral health screening tool/s and techniques including:
    - preparation of screening tools
    - communication strategies to aid in screening instrument questioning
    - evaluation of tool effectiveness
    - follow-up on unsuccessful screening
- oral health screening instruments and ways to respond to the results, including:

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    - referral pathways and processes
    - screening tools, procedures and associated rationale for use
    - workplace policies, procedures and programs for screening
- relevant state/territory and national government policy, programs and reporting processes for oral health

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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTOHC006 Apply fluoride varnish

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by practitioners working specifically in rural, remote and isolated areas and/or facilities that have knowledge and experience in oral health care, to apply fluoride varnish in line with prescribed treatment as outlined in an individualised oral health care plan and in accordance with relevant jurisdictional, legislative and regulatory requirements.

The unit applies to registered Aboriginal and/or Torres Strait Islander health practitioners, registered nurses and registered enrolled nurses in primary health care settings in rural, remote and isolated areas where the work roles may require the application of fluoride varnish.

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes	*Performance criteria specify the level of performance needed to demonstrate achievement of the element*
1. Prepare for the application of fluoride varnish	1.1 Check scope of own work role to ensure it includes application of fluoride varnish as advised by an authorised oral health practitioner in an individualised oral health care plan 1.2 Confirm the patient's oral health care plan, developed by an oral health practitioner, specifically includes the application of fluoride varnish and that there are no contraindications to this procedure 1.3 Confirm consent 1.4 Explain fluoride varnish application procedure to patient and/or family/carer and check their understanding of the benefits of fluoride varnish, need for regular applications, and the risks associated with fluoride varnish 1.5 Explain the advantages and disadvantages of fluoride varnish over other procedures 1.6 Prepare fluoride varnish kit and personal protective equipment (PPE) as required
2. Apply fluoride varnish to teeth	2.1 Position the patient for safety and comfort 2.2 Use PPE in accordance with infection control policies and procedures throughout procedure 2.3 Prepare teeth for fluoride varnish application in accordance with product instructions and application protocols 2.4 Dispense appropriate amount of fluoride varnish 2.5 Apply fluoride varnish in correct manner with applicator to teeth as recommended in the oral health care plan
3. Provide information to patient and/or family/carer about post-application advice and follow up requirements	3.1 Advise patient and/or family/carer of the importance of following instructions and recommended guidelines for eating, drinking fluids and brushing/cleaning teeth following fluoride varnish application 3.2 Inform patient and/or family/carer of any expected short term changes in tooth appearance or sensation, including colour, feel or taste

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	3.3 Provide post-application information to patient and/or family/carer in both verbal and written or picture formats as appropriate to their individual needs or preferences 3.4 Ensure patient and/or family/carer understand oral health practitioner's recommended schedule for ongoing application in line with their individualised oral health care plan
4. Record and document information about the application	4.1 Record and document details of the application undertaken, information provided and any concerns arising during contact with patient and/or family/carer 4.2 Use relevant technology to complete documentation according to organisation's policies and procedures

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC006 Apply fluoride varnish	HLTOHC408B Apply fluoride varnish	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. Removed pre-requisite. New evidence requirements for assessment including volume and	Not equivalent

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		frequency requirements.	

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Assessment Requirements for HLTOHC006 Apply fluoride varnish

Modification History

Release	Comments
1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. Removed pre-requisite. New evidence requirements for assessment including volume and frequency requirements.

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:

- applied fluoride varnish safely and effectively to 5 people in line with product guidelines, jurisdictional legislation and regulation relating to fluoride schedule, supply, authorisation and disposal, including:
    - prepared self and the client using personal protective equipment against risks associated with the use of fluoride varnish
    - identified and responded to risks associated with applying fluoride varnish
    - evaluated own capabilities in the application of fluoride varnish skills

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:

- fluoride varnish refers to:
    - a highly concentrated form of fluoride which is applied to tooth's surface as a type of topical fluoride therapy. may be applied to enamel, dentine or cementum of tooth and can be used to help prevent decay, remineralise tooth surface and treat dentine hypersensitivity
    - not permanent varnish but due to adherent nature will stay in contact with tooth surface for several hours
- accessibility to services, including availability of private and public oral health services and eligibility for services

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- awareness of relevant jurisdictional legislation and regulation relating to fluoride, including schedule, supply, authorisation and disposal
- application of fluoride varnish in the correct manner refers to:
    - keeping client mouth open
    - maintaining moisture control
    - retracting lip and cheek, wiping and applying a thin layer of varnish to the teeth as prescribed in the oral health care plan
    - ensuring varnish is applied without contact with other tissues
    - never dispensing product in excess to that stated in the oral health care plan
- how to reflect on own level of knowledge to achieve desirable outcomes and maintain own capabilities
- awareness of risks associated with fluoride varnish
- basic anatomy and physiology underpinning oral health and hygiene
- causes and prevention of common dental diseases especially dental caries
- common equipment utilised in the application of fluoride
- effective self-care practices for oral health, including cause, control and prevention of dental plaque
- emergency procedures that may be required during the application of fluoride varnish
- factors that impact on oral health, including:
    - abuse (neglect of oral health needs)
    - access to dental and health services
    - alcohol, licit and illicit drugs and substances over the counter and herbal treatments
    - bacteria in dental plaque
    - correct infant feeding practices
    - damage from habitual grinding of teeth
    - diet and nutrition, including fluids and excessive intake of sugar
    - fluoride
    - general health and wellbeing
    - immunosuppressant conditions, HIV, chemotherapy and radiation
    - injury to mouth, such as from a seizure
    - medical history
    - oral piercings
    - patient oral health information
    - presence of plaque and calculus

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  - psychological issues, such as fear of being seen without dentures or persisting with ill-fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces
  - transmission of bacteria particularly from family/carer to child
  - teeth misalignment causing trauma to teeth
  - trauma to the mouth as a result of an accident
- work health and safety (WHS) issues and procedures, including those related to manual handling of fluoride varnish and personal safety and security risks associated with provision of fluoride varnish application
- own work role and responsibilities in the application of fluoride varnish
- principles and practices of confidentiality, privacy and consent of fluoride treatment
- evaluation criteria for monitoring effectiveness of fluoride varnish application program
- role of significant others in supporting patient's oral health care needs
- safe application of fluoride varnish
- safe storage of products
- relationship between oral health and general health

Assessment Conditions

Skills and knowledge must be demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely.

The following aspect of the performance evidence must have been demonstrated using simulation prior to demonstration in the workplace or with members of the general public

- apply fluoride varnish safely and effectively

Note: Where state/territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

The following conditions must be met for this unit

- use of suitable equipment and resources, including:
  - appropriate personal protective equipment (PPE)
  - oral hygiene self-care aids and technique
  - placebo fluoride varnish
  - specialised equipment utilised in the application of fluoride varnish

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- modelling of industry operating conditions, including access to people for the simulated scenarios

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705.

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HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

Application

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Follow safe work practices	1.1 Follow workplace policies and procedures for safe work practices 1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures 1.3 Follow workplace emergency procedures
2. Implement safe work practices	2.1 Identify and implement WHS procedures and work instructions 2.2 Identify and report incidents and injuries to designated persons according to workplace procedures 2.3 Take actions to maintain safe housekeeping practices in own work area
3. Contribute to safe work practices in the workplace	3.1 Raise WHS issues with designated persons according to organisational procedures 3.2 Participate in workplace safety meetings, inspections and consultative activities 3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
4. Reflect on own safe work practices	4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area 4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Reading* – in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS001 Participate in workplace health and safety	HLTWHS300A Contribute to WHS processes	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

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 demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a WHS meeting or inspection in workplace
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role
- followed workplace procedures for reporting hazards
- followed workplace procedures for a simulated emergency situation.

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:

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- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
    - state/territory WHS authorities
    - rights and responsibilities of employers and workers, including duty of care
    - hazardous manual tasks
    - infection control
- safety signs and their meanings, including signs for:
    - dangerous goods classifications
    - emergency equipment
    - personal protective equipment (PPE)
    - specific hazards such as sharps, radiation
- hazard identification, including:
    - definition of a hazard
    - common workplace hazards relevant to the industry setting
    - workplace procedures for hazard identification
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTWHS002 Follow safe work practices for direct client care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

Application

This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.

This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Follow safe work practices for direct client care	1.1 Follow workplace policies and procedures for safe work practices 1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures 1.3 Identify any client-related risk factors or behaviours of concern, report them to designated persons, and record them according to workplace procedures 1.4 Follow workplace policies and procedures to minimise risk 1.5 Identify and report incidents and injuries to designated persons according to workplace procedures
2. Follow safe work practices for manual handling	2.1 Follow manual handling procedures and work instructions for minimising manual handling risk 2.2 Identify manual handling hazards and report in line with workplace procedures 2.3 Apply control measures for minimising manual handling risk
3. Follow safe work practices for infection control	3.1 Follow standard precautions as part of own work routine to prevent the spread of infection 3.2 Recognise situations when additional infection control procedures are required 3.3 Apply additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection 3.4 Identify risks of infection and report them according to workplace procedures
4. Contribute to safe work practices in the workplace	4.1 Raise WHS issues with designated persons according to organisational procedures

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	4.2 Participate in workplace safety meetings, inspections and consultative activities 4.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
5. Reflect on own safe work practices	5.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work role 5.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures 5.3 Participate in workplace debriefing to address individual needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Reading* – in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS002 Follow safe work practices for direct client care	CHCWHS312A Follow WHS safety procedures for direct care work	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Assessment Requirements for HLTWHS002 Follow safe work practices for direct client care

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

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 demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a workplace WHS meeting or inspection
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including:
    - infection control
    - hazardous manual tasks
    - use of personal protective equipment
    - reporting incidents
- followed workplace procedures for at least one simulated emergency situation.

Knowledge Evidence

The candidate must demonstrate knowledge of:

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- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
    - state/territory WHS authorities
    - rights and responsibilities of employers and workers, including duty of care
    - hazardous manual tasks
    - infection control
- safety symbols and their meanings, including signs for:
    - poisons
    - emergency equipment
    - personal protective equipment (PPE)
    - specific hazards such as sharps, radiation
- hazard identification, including:
    - definition of a hazard
    - common workplace hazards relevant to the industry setting including hazardous manual tasks, infection control risks and personal safety risks
    - workplace procedures for hazard identification
    - strategies minimising risk
- safety considerations when working in a home-based environment, including:
    - rights and responsibilities of workers and clients
    - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance.
    - risks to personal safety
    - common sources of infection and means to minimise transfer of infectious diseases
    - fundamentals of the muscoskeletal system and practices to minimise injury to self and clients
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

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In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

Application

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

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Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to workplace procedures for identifying hazards and controlling risks	1.1 Identify existing and potential hazards and record them according to workplace procedures 1.2 Contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies 1.3 Implement risk controls in line with the hierarchy of risk control and workplace and legislative requirements 1.4 Identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements
2. Implement policies and procedures into work team processes	2.1 Regularly provide information about WHS policies and procedures to the work team 2.2 Provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team 2.3 Monitor housekeeping practices to ensure that WHS policies and procedures are followed 2.4 Maintain WHS incident records in the work area according to workplace procedures and legislative requirements
3. Support consultation, cooperation and communication	3.1 Support workplace consultative procedures by encouraging work team participation in consultative activities 3.2 Report health and safety issues in line with workplace procedures and legislative requirements

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	3.3 Encourage and assist work team members to contribute to WHS

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Written communication* – in order to complete a workplace risk assessment and complete a workplace incident report in line with regulatory guidelines and organisational policies • *Oral communication* – in order to accurately present information to a small group of at least two participants The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS003 Maintain work health and safety	HLTWHS456A Identify, assess and control WHS risk in own work	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Assessment Requirements for HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

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 demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - strategies for minimising risk, and
  - analysis of residual risk
- provided WHS information to at least two workers, including:
  - explanation of WHS policies and procedures
  - demonstration of safe housekeeping practices
  - correct use of personal protective equipment (PPE)

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- consistently monitored safety procedures in the day-to-day work activities required by the job role
- completed a workplace incident report
- followed workplace procedures for a simulated emergency situation

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:

- State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
    - state/territory WHS authorities
    - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
    - legislative requirements for record-keeping and reporting
    - regulatory requirements relevant to the particular industry/type of work site
    - hazardous manual tasks
    - infection control
- Hazards common to the work environment and how they cause harm
- Principles of hazards and risk assessment, including:
    - hazard identification procedures
    - risk assessment process
    - residual risk
    - risk controls
    - hierarchy of control
- Workplace emergency procedures
- Workplace policies and procedures for WHS.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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Assessment must ensure use of:

- current workplace policies and procedures for WHS.

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTWHS004 Manage work health and safety

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements.

This unit applies to workers who have responsibility for WHS as part of their role, including workers with obligations under WHS legislation, persons conducting a business or undertaking (PCBUs), or their officers (as defined by relevant legislation).

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish work health and safety practices	1.1 Access and interpret legislation, regulations, code of conduct and workplace policies and procedures for WHS 1.2 Develop procedures for ongoing hazard identification, and assessment and control of associated risks 1.3 Ensure risk controls and hazard-specific procedures are consistent with the hierarchy of control and are monitored to support compliance with legislative and regulatory requirements 1.4 Identify requirements for expert WHS advice, and request this advice as required
2. Facilitate consultation, cooperation and communication	2.1 Develop and provide consultative WHS activities to provide advice in relation to work health and safety issues 2.2 Monitor processes for ensuring that workers have an opportunity to contribute feedback on health and safety issues 2.3 Document outcomes of consultation and communicate to workers 2.4 Develop and implement processes to ensure that responsibilities and duties are documented and accountability processes are in place 2.5 Implement and monitor training programs to ensure identified WHS training requirements are addressed, including induction process
3. Monitor compliance with risk control processes	3.1 Develop WHS record-keeping policies and procedures and provide information to workers 3.2 Monitor hazard, incident and injury reporting processes to meet legislative requirements and to inform future prevention strategies 3.3 Evaluate WHS record-keeping policies and procedures for compliance with legislative requirements

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4. Evaluate and maintain WHS	4.1 Determine WHS priorities in consultation with work group 4.2 Develop a WHS action plan taking account of priorities and training needs 4.3 Identify potential barriers to improvement 4.4 Establish processes to monitor achievement against the plan and update plans as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.
• *Written communication* – in order to complete a workplace risk assessment and develop a WHS action plan in line with regulatory guidelines and organisational policies • *Oral communication* – in order to accurately present information to a small group of at least two participants The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS004 Manage work health and safety	HLTWHS501A Manage workplace WHS processes	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

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Assessment Requirements for HLTWHS004 Manage work health and safety

Modification History

Release	Comments
2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
1	This unit of competency was first released in HLT Health Release 1.0.

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 demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - evaluation of policy/procedure in line with state/territory legislation and industry guidelines
  - development of risk controls and measures
- conducted the following consultative activities with at least two workers:
  - information session about workplace policies and procedures, including demonstration of personal protective equipment (PPE) where required for the job role
  - consultative discussion regarding outcomes of a workplace risk assessment, including risk controls and measures developed as part of the risk assessment process
- monitored workplace compliance with WHS procedures

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- developed a WHS action plan, including strategies for monitoring and review
- coordinated workplace procedures for a simulated emergency situation.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
    - state/territory WHS authorities
    - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
    - legislative requirements for record-keeping and reporting
    - due diligence and general duty requirements
    - regulatory requirements relevant to the particular industry/type of work site
    - legislative requirements for consultation
    - hazardous manual tasks
    - infection control
- hazards common to the work environment and strategies for minimisation
- requirements for WHS policies, including:
    - hazard, incident and injury reporting
    - hazard identification, risk assessment and control
    - human resources policies and procedures
    - consultation and participation
    - incident investigation and record-keeping
    - quality system documentation
    - designated person/s for raising issues
    - workplace support services
    - use of personal protective equipment (PPE)
    - emergency procedures
- principles of hazard and risk management, including:
    - risk analysis
    - hazard identification procedures
    - hierarchy of control and its application
    - principles of risk assessment
    - examples of health and safety benchmarks

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- principles of safe design processes

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS

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

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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HLTWHS006 Manage personal stressors in the work environment

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

Application

This unit describes the skills and knowledge required to maintain health and wellbeing by preventing and managing personal stress.

This unit applies to work in a range of health and community services settings, in particular work roles that operate in high stress situations and circumstances.

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Develop strategies to manage personal stress	1.1 Recognise sources of stress in own job role 1.2 Recognise triggers and own response to stress

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	1.3 Identify strategies to effectively prevent, reduce and manage stress 1.4 Identify internal and external options and resources for additional support 1.5 Develop a personal stress management plan that responds to identified stressors and triggers
2. Implement stress management strategies	2.1 Use strategies from personal stress management plan that address personal triggers and stressors 2.2 Organise own workload to minimise stress and inform relevant personnel of any variations and difficulties affecting work requirements 2.3 Identify and adopt strategies to balance work/life priorities
3. Evaluate stress reducing strategies	3.1 Monitor and review effectiveness of stress management strategies 3.2 Adjust strategies not meeting the desired outcome and recognise when additional resources and/or support is needed 3.3 Access internal or external options and resources for additional support to meet desired outcomes of the stress management plan

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS006 Manage personal stressors in the work environment	HLTAMBPD401C Manage personal stressors in the work environment	This version was released in HLT Health Training Package release 2.0 and meets the	Not equivalent

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		requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	

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Assessment Requirements for HLTWHS006 Manage personal stressors in the work environment

Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 2.0.

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 1 personal stress management plan that includes identified sources, triggers and responses to stress
- used strategies from personal stress management plan to manage 2 stressful situations in the workplace involving colleagues and/or clients

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:

- sources of stress and how they manifest in health and/or community services work environment including:
    - complex client behaviour (emotional, aggressive, cognitive deficit, non-compliance)
    - grief and loss experienced by workers
    - exposure to stressful working conditions and stressful incidents
- work planning and prioritisation techniques e.g. time management strategies
- legal rights relating to the Fair Work Act
- services available for referral, both within the organisation and in the community e.g. informal/formal debriefing sessions and/or workplace counselling
- self-care techniques including:
    - impact of exercise, diet and nutrition on physical health
    - work/life balance strategies
    - complementary and alternative health options

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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.

Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/HLT.

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ICTWEB201 Use social media tools for collaboration and engagement

Modification History

Release	Comments
1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications.

It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Web

Elements and Performance Criteria

Element	**Performance criteria**

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Describe the different types of social media tools and applications	1.1 Explain the characteristics of the term 'social media' 1.2 Identify different types of social-media tools and applications 1.3 Illustrate some of the issues associated with the use of social media tools and applications
2. Compare different types of social media tools and applications	2.1 Select one social media type to review 2.2 Review the most popular tools, and applications, within that social media type 2.3 Itemise the benefits across a range of the most popular tools and applications 2.4 Select the most appropriate social media tool or application
3. Set up and use, popular social media tools and applications	3.1 Identify the social media tools and applications available for possible implementation 3.2 Initiate the preferred social media tools, and applications, for use 3.3 Establish the social media interface, using text and file content 3.4 Initiate social networking interaction 3.5 Test and evaluate tools, and applications, for ease of use 3.6 Present the findings

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	**Performance Criteria**	**Description**
Reading	1.2, 2.2	• Extract the relevant information from technical and organisational documents
Writing	1.1, 2.2, 2.3, 3.3, 3.4, 3.6	• Develop the content in a manner that supports and conveys information, using the appropriate structures and specialised language

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Navigate the world of work	1.3	• Understands legal and ethical responsibilities, regarding the use of social media tools
Get the work done	2.1, 2.2, 2.4, 3.1, 3.2, 3.5, 3.6	• Makes routine decisions and implements standard procedures for routine tasks • Understands the purposes, specific functions, and the key features of common digital systems and tools, and operates them effectively to complete routine tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
ICTWEB201 Use social media tools for collaboration and engagement	ICAWEB201A Use social media tools for collaboration and engagement	Updated to meet Standards for Training Packages	Equivalent

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Assessment Requirements for ICTWEB201 Use social media tools for collaboration and engagement

Modification History

Release	Comments
1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify different types of social media tools and applications, and the issues associated with their use
- access the internet, set up a social networking presence and upload and link a wide variety of files
- use and evaluate social media tools and applications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list basic technical terminology in relation to social networking, social media applications, and tools
- outline basic methods of uploading images, text files, portable document format (PDF) files, audio files, video files, and link the associated files
- state the features, and functions, of social media applications
- list import and export software functions
- explain how to link documents
- explain the process of tagging, in order to facilitate collaborative folksonomy
- list social media applications and procedures, for connecting to social networking sites
- identify and describe, input and output devices
- describe, and use, really simple syndication (RSS) feeds to connect a social network.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- a personal computer (PC) and printer
- the internet
- social-media tools and applications
- online instructional documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2.

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SIFXIND002 Work effectively in the funeral services industry

Modification History

Release	Comments
1	This unit of competency was first released in SIF Funeral Services Release 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to work within the cemeteries and crematorium, embalming and funeral directing sectors of the funeral services industry. It applies to all staff working autonomously or under supervision within the funeral services industry, whose work is performed according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

Working in Industry

Unit sector(s)

Cross-Sector

Elements and Performance Criteria

Elements	**Performance criteria**
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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• 1. Develop funeral services knowledge and skills.	• 1.1 Access and review sources of information on the funeral services industry. • 1.2 Develop knowledge of the historical context of the sectors of the industry and its influence on current practice. • 1.3 Recognise ethical and legal issues of significance to the industry. • 1.4 Become aware of current and emerging issues that impact on the Australian funeral services industry. • 1.5 Obtain information to assist with effective work performance within the funeral services industry. • 1.6 Develop and maintain knowledge of the local region and Australian funeral services industry.
• 2. Identify and comply with workplace requirements.	• 2.1 Comply with relevant legislation and workplace policies and procedures. • 2.2 Comply with own job role and designated responsibilities. • 2.3 Prioritise and complete tasks within designated timelines according to workplace requirements. • 2.4 Monitor and review work outcomes and document where required. • 2.5 Identify areas for improvement and implement where appropriate according to workplace policies and procedures.
• 3. Work effectively with others.	• 3.1 Develop and apply knowledge of funeral services industry protocols. • 3.2 Use effective communication strategies when dealing with others in workplace. • 3.3 Share personal workplace strengths with other team members and seek support from peers and supervisors to build on skills gaps within context of required work activities.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SIFXIND002 Work effectively in the funeral services industry	SIFIND001B Work effectively in the funeral services industry	Addition of new content in Element 1.	Equivalent

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Assessment Requirements for SIFXIND002 Work effectively in the funeral services industry

Modification History

Release	Comments
1	This unit of competency was first released in SIF Funeral Services Release 1.0.

Performance Evidence

Evidence of the ability to:

- apply funeral services industry information and specific workplace policies and procedures to daily work
- use communication techniques and industry protocols in interactions with others.

Evidence of performance on two or more occasions is required to demonstrate consistency of performance and ability to respond to different situations.

Knowledge Evidence

Demonstrated knowledge of:

- range of resources used to develop industry knowledge, including:
    - media
    - reference books
    - training materials
    - libraries
    - Unions
    - industry associations
    - industry publications
    - internet
    - personal observation and experience
    - colleagues
    - supervisors and managers
    - industry contacts
    - mentors and advisers
- historical context of the relevant sector of the funeral services industry and its influence on current practices of the industry

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- ethics and values of the relevant sector of the funeral services industry
- legislation, regulations and codes of practice, including:
    - work health and safety/occupational health and safety
    - Workplace Relations Act
    - Equal Employment Opportunity (EEO)
    - Anti-discrimination
    - workers' compensation legislation and regulations
    - cemetery Acts and by-laws
    - Crematorium Acts
    - local government regulations
    - Births, Deaths and Marriages Registration
    - approved code of practice for embalmers
    - Environmental Protection Act
    - Privacy Acts.
- current issues faced by the Australian funeral services industry, including:
    - regulation
    - ageing population and death rate
    - migration and multiculturalism
    - societal and cultural shifts
    - technology developments
    - environmental sustainability
    - workforce issues
- industry awards and agreements relating to the funeral industry
- strategies for effective work outcomes, including:
    - managing time
    - improving work practices
    - setting goals
    - prioritising
    - giving and receiving feedback effective
- effective communication strategies when working with others
- funeral services protocols when dealing with the bereaved, including demonstrating tact, maintaining confidentiality of client and business information, respecting others' views, acting responsibly.

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Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that is as industry realistic as possible. In a simulated environment, it is essential that assessment is conducted:

- using suitable facilities, equipment and resources, including:
    - a funeral services environment
    - computer and internet
    - documentation, including workplace policies and procedures, legislation, regulations and codes of practice and job role documentation
- under industry conditions where there is:
    - integration of tasks with possible interruptions to work typical of the job role
    - interaction with clients and team members

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6.

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SISCCRO001 Plan and conduct recreation programs for older persons

Modification History

Release	Comments
1	Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate recreation programs for older persons, including frail and moderately active participants.

This unit applies to those working in environments such as community recreation centres and indoor or outdoor recreation facilities. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Community Recreation Operations

Unit sector(s)

Community Recreation

Elements and Performance Criteria

Elements	**Performance criteria**
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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• 1. Establish participant needs and expectations.	• 1.1 Interpret information about participant characteristics, recreational needs and special requirements. • 1.2 Encourage participants to articulate their own recreational needs and expectations. • 1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility. • 1.4 Identify potential barriers to participation. • 1.5 Advise participants of factors preventing participation in a program.
• 2. Plan recreation programs.	• 2.1 Determine program activities and strategies appropriate to the context, participant needs and capabilities. • 2.2 Assess likely demands of the program on participants in consultation with appropriate support personnel. • 2.3 Identify and organise required human, physical and financial resources and support. • 2.4 Recognise risks to participant safety and act to eliminate or minimise risks. • 2.5 Identify and incorporate injury prevention strategies and support requirements. • 2.6 Develop and document program plans that incorporate key information. • 2.7 Seek agreement on program plan from relevant staff, participants and organisations as required.
• 3. Prepare for recreation programs.	• 3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible. • 3.2 Provide clear and accurate instructions and information using communication techniques suited to participants. • 3.3 Confirm understanding and encourage participants to seek clarification as required. • 3.4 Issue required equipment and aids and provide assistance with fitting where necessary. • 3.5 Modify equipment for use by different participant groups.

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	• 3.6 Identify emerging risks to participant safety and take action to minimise these.
• 4. Conduct recreation programs.	• 4.1 Encourage participants to warm-up and cool-down through demonstration and instruction of safe and appropriate exercises. • 4.2 Monitor technique, use of equipment and aids and provide feedback and assistance to participants. • 4.3 Select and use communication techniques that encourage and support participants. • 4.4 Modify program, as required according to participant needs. • 4.5 Use techniques that motivate participants to maintain an appropriate participation rate.
• 5. Conclude recreation programs.	• 5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program. • 5.2 Inform participants of follow-up programs, sources of information and further recreational opportunities. • 5.3 Collect and check issued equipment for damage and wear and report problems to appropriate staff.
• 6. Evaluate recreation programs.	• 6.1 Request and respond to feedback from participants and identify further needs. • 6.2 Evaluate program components and record outcomes. • 6.3 Identify and document potential areas for improvement in future programs. • 6.4 Review own performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.	
Skill	**DESCRIPTION**

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Reading skills to:	• interpret accompanying health documentation as required, using risk stratification processes.
Oral communication skills to:	• use active listening and open and closed probe questioning to identify participant needs and preferences.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCCRO001 Plan and conduct recreation programs for older persons	SISCCRO303A Plan and conduct recreation programs for older persons	Updated to meet Standards for Training Packages.	Equivalent

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Assessment Requirements for SISCCRO001 Plan and conduct recreation programs for older persons

Modification History

Release	Comments
1	Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and evaluate at least three different programs for older people, including both frail and moderately active participants
- conduct programs that individually or cumulatively incorporate at least three of the following activity types:
    - stretching and mobility
    - strengthening or conditioning
    - posture
    - balance
    - chair-based work
    - floor work
- use the following communication skills:
    - clear verbal communication
    - modelling and demonstration
    - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements that support and facilitate safe conduct of recreation programs for older participants:
    - work health and safety/occupational health and safety
    - privacy and confidentiality
    - duty of care

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    - equal opportunity and anti-discrimination
    - sexual harassment
- organisational policies and procedures for planning and conducting an recreation programs for older participants:
    - appropriate use of equipment and venues
    - work health and safety/occupational health and safety
    - risk minimisation
    - privacy
    - duty of care
    - extent and limitations of responsibilities
    - time constraints and scheduling requirements
    - budget allocation
    - use of modified equipment
    - use of aids
- screening processes of older persons for entry into programs or activities:
    - interviews with participants and carers
    - medical history
    - physical ability tests
- general contraindications for participation
- factors affecting participation in programs for older persons
- potential types of participant needs and their impact on program planning:
    - physical
    - emotional
    - motivational
- program planning techniques and information to be included in plans
- psychological stages and impact of ageing on participation in recreation activities and the variations in older people's abilities
- risk analysis processes for assessing the potential impact of a planned recreation program on participant safety:
    - level of challenge and difficulty
    - behaviour of other participants
    - equipment failure
- activity specific knowledge to match activities with client needs and capabilities:
    - suitable exercises for older persons:

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        - stretching and mobility exercises
        - strengthening or conditioning
        - confidence building
        - posture
        - balance
        - chair based
        - floor work
    - variations in status of participants:
        - impact of medication
        - chronological age
        - physiological age
        - medical conditions
- factors affecting group dynamics, conflict resolution and communication strategies:
    - verbal
    - modelling or demonstration
    - hand or arm signals
    - braille
- modified equipment and aids for older participants and equipment testing and checking techniques
- evaluation processes.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated environment.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program:
    - modified equipment and aids
- industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage
- legislation and organisational policies and procedures in relation to the conduct of programs for older persons
- older participants to undertake recreation programs; these can be:
    - participants in a community setting, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

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Assessment activities that allow the individual to:

- plan and conduct programs of a duration that reflects current industry practice.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b.

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SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

Modification History

Release	Comments
1	Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct non-instructional sport, fitness or recreation sessions. It requires the ability to develop session plans, resource sessions, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Coaching and Instruction

Unit sector(s)

Cross-Sector

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Elements and Performance Criteria

Elements	Performance criteria
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• 1. Identify participant needs and expectations.	• 1.1 Clarify participant preferences, needs and expectations. • 1.2 Conduct assessments to determine condition of participants, in consultation with relevant support personnel, as required. • 1.3 Assess likely session demands on participants. • 1.4 Advise participants of any reasons why they should not participate in the session. • 1.5 Recommend participants seek external assistance as required. • 1.6 Identify group cohesion strategies as required.
• 2. Plan the session.	• 2.1 Identify and access relevant information required to plan a session. • 2.2 Identify staff, equipment and resources appropriate for the session. • 2.3 Design and document a session plan within available resources. • 2.4 Identify external factors which may disrupt or influence session delivery, value and outcome. • 2.5 Confirm session plan meets requirements for acceptable levels of supervision. • 2.6 Seek agreement for session plan from staff, participants and organisations as required.
• 3. Prepare for the session.	• 3.1 Identify and organise appropriate venue to meet session requirements. • 3.2 Select and confirm availability of appropriate equipment. • 3.3 Confirm availability of resources with appropriate staff, support personnel, organisations and participants. • 3.4 Organise and brief support personnel according.

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	• 3.5 Check equipment for damage or deterioration and report to responsible person, as required. • 3.6 Issue or set up equipment as required, and provide assistance with fitting where necessary. • 3.7 Modify or condition equipment for use by different participant groups.
• 4. Conduct the session.	• 4.1 Communicate instructions and relevant information to participants in a suitable manner. • 4.2 Explain and demonstrate techniques, activities and safe use of equipment. • 4.3 Provide positive feedback and motivational strategies to enhance participation and performance. • 4.4 Observe and assess participant progress against objectives and modify session as required. • 4.5 Monitor participation and safety and implement appropriate strategies. • 4.6 Demonstrate warm-up and cool-down techniques and assist participants. • 4.7 Check condition of equipment, complete minor repair and report as required. • 4.8 Leave venue in a condition suitable for future use.
• 5. Evaluate the session.	• 5.1 Seek and acknowledge feedback from participants and other staff. • 5.2 Evaluate session components and identify potential areas of improvement. • 5.3 Review own performance and identify potential improvements. • 5.4 Document and update records of session and evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.	
Skills	**DESCRIPTION**

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Reading skills to:	• interpret manufacturer instructions related to equipment set up, dismantling, maintenance and repair.
Problem-solving skills to:	• determine maintenance requirements of damaged equipment • resolve conflict through negotiation.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions	SISXCAI303A Plan and conduct sport and recreation sessions	Updated to meet Standards for Training Packages.	Equivalent

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Assessment Requirements for SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

Modification History

Release	Comments
1	Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct at least ten different sport, fitness or recreation sessions involving:
  - planned tasks, games, activities and exercises of varying durations
  - communication, demonstration and explanation of:
    - content, timing and sequence of activities
    - appropriate apparel and footwear
    - techniques and safe use of equipment
    - warm-up and cool-down techniques
    - activities during sessions
    - potential hazards
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques
- complete session evaluations:
  - own work performance
  - collection of participant feedback:
    - suitability and safety of facilities and equipment
    - content of session
    - structure and content of the activity or session
    - participant progress.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation related to planning, conducting and evaluating sport, fitness or recreation sessions:
    - work health and safety/occupational health and safety requirements
    - equal opportunity and anti-discrimination
    - privacy and confidentiality
    - working with children requirements
- organisational policies and procedures related to planning, conducting and evaluating sessions:
    - safety procedures
    - risk analysis processes
    - communication protocols
    - roles and responsibilities of different people, and types of tasks undertaken
    - reporting channels
    - reporting and record keeping
    - frequency and scope of equipment checks
- components of sport, fitness or recreation sessions:
    - objectives
    - equipment
    - time
    - location
    - content
    - order
    - phases: warm-up, conditioning, cool-down
- participant needs:
    - competition or performance targets
    - assist with self-improvement
    - fitness targets
    - lifestyle adjustments
    - social opportunities
- tests and assessments appropriate to preparing for sport, fitness or recreation sessions:
    - interviews

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    - past performances
    - medical history
    - physical ability tests
- likely demands of participants and sessions:
    - physical
    - emotional
    - psychological
    - group
    - individuals within groups
    - disability requirements
- resource requirements for sessions:
    - physical
    - human
    - financial
    - transport and related logistical
- external factors that may affect session outcomes:
    - weather
    - time of day
    - environmental variables
    - condition of site or location
    - participant abilities
- conflict resolution strategies to enable group cohesion and interaction
- equipment specifications, testing and checking techniques to ensure the selection and safe use of appropriate equipment
- evaluation processes to enable improvements to be made to the program.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment for participants. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
    - safety, e.g. helmets, head gear, gloves

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    - the participant can participate in activities to suit their goals, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
    - session plans
    - session and equipment checklists
    - participant feedback or evaluation forms
- organisational policies and procedures related to:
    - preparing, conducting and evaluating activity sessions
- activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:
    - staff and participants in an industry workplace who are assisted by the individual during the assessment process or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct a range of non-instructional sessions for a range of participants over an industry realistic period of time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b.

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SISXCAI007 Assist with activities not requiring equipment

Modification History

Release	Comments
1	Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist in the planning, conduct and evaluation of activities that do not require the use of equipment.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Coaching and Instruction

Unit sector(s)

Cross-Sector

Elements and Performance Criteria

Elements	**Performance criteria**
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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• 1. Assist in planning recreation activities.	• 1.1 Confirm participant characteristics, abilities and needs with nominated staff. • 1.2 Identify and offer activity suggestions appropriate for participants. • 1.3 Select activities that encourage maximum participation and enjoyment of participants in consultation with nominated staff. • 1.4 Confirm and clarify activity requirements in consultation with nominated staff. • 1.5 Plan activities according to participant abilities and other needs.
• 2. Assist in conducting recreation activities.	• 2.1 Provide clear and accurate activity instructions and information to participants and confirm understanding. • 2.2 Complete allocated tasks promptly as directed. • 2.3 Respond to participant queries according to own level of responsibility. • 2.4 Monitor participant performance in consultation with person responsible. • 2.5 Identify and report problems in participant behaviour or activity conduct to person responsible, as required. • 2.6 Encourage participants to seek and provide feedback and identify further needs.
• 3. Assist in session evaluation.	• 3.1 Provide personal feedback on outcomes to person responsible and other nominated staff. • 3.2 Communicate participant feedback on the activity to nominated staff. • 3.3 Review own work performance and identify potential improvements.

Foundation Skills

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

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Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISXCAI007 Assist with activities not requiring equipment	SISCCRO301A Assist with recreation games not requiring equipment	Updated to meet Standards for Training Packages.	Equivalent

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Assessment Requirements for SISXCAI007 Assist with activities not requiring equipment

Modification History

Release	Comments
1	Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assist in the planning, delivery and evaluation of at least three different recreational activities for three different groups of participants.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation that affect planning and conduct of activities:
    - work health and safety/occupational health and safety requirements
    - equal opportunity and anti-discrimination
    - privacy and confidentiality
    - working with children requirements
- organisational policies and procedures for conduct of activities:
    - safety procedures
    - communication protocols
    - roles and responsibilities of different people, and types of tasks undertaken by an assistant:
        - providing access to facilities or recreation areas
        - providing advance information to participants
        - organising refreshments
    - reporting channels
- sources information about activities
- types of activities used in different recreational settings:
    - competitive

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    - non-competitive
    - traditional cultural activities
    - individual or group
- role of activities and their potential benefits for individuals:
    - participation and interaction
    - confidence building
    - motivation
    - fitness
    - lifestyle improvement
- considerations for organising activities:
    - matching game type and duration to participant needs safety
    - rules and regulations
    - instructions
    - resources
    - scheduling/timing/sequencing
    - expected behaviour
    - clothing and footwear
    - hydration
    - game specific hazards
    - other potential hazards and how to minimise risk
- techniques for monitoring game conduct:
    - supervising behaviour
    - interacting with participants
    - supporting participation and performance
- ways to evaluate the success of activities.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- sources of information on activities and their requirements
- activity-specific resources and information
- documentation, program plans, evaluation forms

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- participants with varying needs to undertake recreation activities; these may be:
    - participants in an industry workplace or
    - individuals who participate in simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- work within industry realistic timeframes
- respond to typical problems in the conduct of activities.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b.

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SISXDIS001 Facilitate inclusion for people with a disability

Modification History

Release	Comments
1	Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and facilitate sport, recreation and fitness opportunities for people with a disability.

This unit applies to group leaders in the sport, recreation or fitness industry who work within established organisational policies and procedures. This includes those working in after-school or holiday-care programs, as a coaching assistant, or in support roles in indoor or outdoor recreation activities, such as camps and guided activities.

The skills in this unit must be applied in accordance with public health regulatory requirements, relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Disability

Unit sector(s)

Cross-Sector

Elements and Performance Criteria

Elements	**Performance criteria**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• 1. Identify recreation opportunities.	• 1.1 Collaborate with clients to determine individual needs and expectations. • 1.2 Select and use communication strategies suited to the client. • 1.3 Encourage clients to articulate their recreational needs, desires and expectations. • 1.4 Identify support requirements in consultation with appropriate personnel. • 1.5 Determine available support, services and facilities relevant to client needs and expectations. • 1.6 Identify potential and real barriers to participation and strategies to address them. • 1.7 Maintain and update client records.
• 2. Facilitate recreation opportunities.	• 2.1 Investigate strategies, networks and resources that help link people with a disability to recreation opportunities. • 2.2 Match client needs, desires and expectation with opportunities that maximise participation and independence. • 2.3 Provide information and resources to clients. • 2.4 Facilitate provision of services through collaboration with other support networks. • 2.5 Identify and establish effective environments for participation of people with a disability.
• 3. Review recreation opportunities.	• 3.1 Request and respond to feedback from clients about opportunities provided. • 3.2 Monitor success of strategies and networks in terms of meeting client needs. • 3.3 Contribute to adjustment of strategies that link people with a disability to recreation opportunities based on review.

Foundation Skills

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

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Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISXDIS001 Facilitate inclusion for people with a disability	SISCCRD303A Facilitate inclusion for people with a disability	Updated to meet Standards for Training Packages.	Equivalent

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Assessment Requirements for SISXDIS001 Facilitate inclusion for people with a disability

Modification History

Release	Comments
1	Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- facilitate the inclusion of at least three people with different disabilities in sport, fitness or recreation activities
- select and use communication strategies suited to individual clients, including the following:
    - active listening
    - open questioning
    - non-verbal
    - visual
    - sensory
    - tactile
- apply principles and practices of social justice, anti-discrimination and equal access to identify the needs and opportunities for participation in recreation activities
- identify strategies to align recreational opportunities with the specific requirements and needs of people with a disability.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures that:
    - enable non-discriminatory treatment of people with a disability using community inclusion principles
    - identify and meet individual preferences according to the principles and practices of social justice

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- social, political, cultural and historical issues that affect, or are relevant to, access and participation issues for people with a disability
- principles and practices of:
    - access and equity
    - confidentiality
    - empowerment/disempowerment in relation to people with a disability
- communication needs, strategies and resources in relation to people with a disability
- key issues facing people with a disability and their carers
- barriers that affect the access and participation of people with a disability:
    - cultural
    - family
    - religious
    - community perceptions
    - impact of disability on participation
    - communication difficulties
    - transport
    - time and resource constraints
    - confidence
    - support services available
- community inclusion principles to enable effective participation of people with a disability
- strategies that support people with disabilities to exercise their rights and independence
- types of requirements likely to be associated with different developmental and acquired disabilities:
    - acquired brain injury
    - autism spectrum disorder
    - cognitive disability
    - developmental delay
    - intellectual disability
    - neurological impairment
    - physical disability
    - sensory disability, including hearing, vision impairment
    - speech/language disability
- resources required for the effective participation of people with a disability

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- recreation opportunities and activities that may be appropriate for people with different types of disability
- modified equipment and activities appropriate to people with a disability.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- people with differing disability needs and expectations who require appropriate support, services, and facilities
- documented organisational policies and procedures concerning inclusion processes
- technology for the storage and processing of client information
- sources of information about recreational services and options for people with a disability.

Assessment activities that allow the individual to:

- respond to challenges typical in work to support recreational inclusion for people with a disability.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b.

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SISXDIS002 Plan and conduct disability programs

Modification History

Release	Comments
1	Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate programs for people with a disability including both frail and moderately active participants.

This unit applies to any worker responsible for developing programs for clients with disabilities. Work is undertaken according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Disability

Unit sector(s)

Cross-Sector

Elements and Performance Criteria

Elements	**Performance criteria**
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

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• 1. Establish needs and expectations.	• 1.1 Interpret information about participant characteristics, needs and special requirements. • 1.2 Encourage participants to articulate their own needs and expectations. • 1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility. • 1.4 Identify potential barriers to participation. • 1.5 Advise participants of factors preventing participation in a program.
• 2. Plan programs for people.	• 2.1 Access and interpret relevant information to plan programs for people with a disability. • 2.2 Assess the likely demands of the program on the participants in consultation with appropriate staff. • 2.3 Select and access equipment and resources appropriate for the program. • 2.4 Design and document a program plan to meet the identified needs and abilities of participants. • 2.5 Determine range of activities and strategies for inclusion appropriate to the context, participant needs and capabilities. • 2.6 Recognise risks to participant safety and act to eliminate or minimise risks. • 2.7 Identify and incorporate injury prevention strategies and support requirements. • 2.8 Seek agreement on the program plan from relevant staff, participants and organisations where relevant.
• 3. Prepare for programs.	• 3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible. • 3.2 Provide clear and accurate instructions and information using communication techniques suited to participants. • 3.3 Confirm understanding and encourage participants to seek clarification as required. • 3.4 Issue required equipment and aids and provide assistance with fitting where necessary.

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	• 3.5 Modify equipment for use by different participant groups. • 3.6 Identify emerging risks to participant safety and take action to minimise these.
• 4. Conduct programs.	• 4.1 Encourage participants to warm up and cool down through safe and appropriate exercises. • 4.2 Monitor technique, correct use of equipment and aids and provide feedback and assistance to participants. • 4.3 Encourage participants to seek and provide feedback regarding their progress during the program and modify as required. • 4.4 Use techniques that motivate participants to maintain an appropriate participation rate.
• 5. Conclude programs.	• 5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program. • 5.2 Inform participants of follow-up programs, sources of information and further opportunities. • 5.3 Collect and check issued equipment for damage and wear and report problems to appropriate staff.
• 6. Evaluate programs.	• 6.1 Request and respond to feedback from participants and identify further needs. • 6.2 Evaluate program components and record outcomes. • 6.3 Identify and document potential areas for improvement in future programs. • 6.4 Review own performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.	
Skills	**DESCRIPTION**
Reading skills to:	• interpret accompanying health documentation as required, using risk stratification processes.

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Oral communication skills to:	• use active listening and open and closed probe questioning to identify participant needs and preferences.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISXDIS002 Plan and conduct disability programs	SISCCRO304A Plan and conduct disability recreation programs	Updated to meet Standards for Training Packages.	Equivalent

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Assessment Requirements for SISXDIS002 Plan and conduct disability programs

Modification History

Release	Comments
1	Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, conduct and evaluate at least three different programs for people with varied disabilities
- use the following communication skills:
    - clear verbal communication
    - modelling and demonstration
    - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements that support and facilitate safe conduct of programs for participants with a disability:
    - work health and safety/occupational health and safety
    - privacy
    - equal opportunity
    - sexual harassment
- organisational policies and procedures for planning and conducting programs for participants with a disability:
    - appropriate use of equipment and venues
    - work health and safety/occupational health and safety
    - risk minimisation
    - privacy
    - duty of care

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    - extent and limitations of responsibilities
    - time constraints and scheduling requirements
    - budget allocation
    - use of modified equipment
    - use of aids
- screening processes of people with a disability for entry into programs or activities:
    - interviews with participants and carers
    - medical history
    - physical ability tests
- general contraindications for participation
- factors affecting participation in programs for people with a disability
- knowledge and understanding of participant needs:
    - physical
    - emotional
    - motivational
- program planning techniques and information to be included in plans
- risk analysis processes for assessing the potential impact of a planned program on participant safety:
    - level of challenge and difficulty
    - behaviour of other participants
    - equipment failure
- variations in status of participants:
    - impact of medication
    - chronological age
    - physiological age
    - medical conditions
- factors affecting group dynamics, conflict resolution and communication strategies:
    - verbal
    - modelling or demonstration
    - hand or arm signals
    - braille
- modified equipment and aids for participants with a disability and equipment testing and checking techniques
- evaluation processes.

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Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program:
  - modified equipment and aids
  - support staff
- industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage
- legislation and organisational policies and procedures in relation to the conduct of programs for people with a disability
- participants with a disability to undertake programs; these can be:
  - participants in a community setting, or
  - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct programs of a duration that reflects current industry practice.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b.

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SISXEMR002 Coordinate emergency responses

Modification History

Release	Comments
1	Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate a response to an emergency situation. The unit focuses on assessing emergency situations, implementing an emergency action plan, and coordinating a prompt and effective response.

This unit applies to individuals designated as safety officers during a specific indoor or outdoor activity at locations such as camp sites, training areas and other outdoor sites; or the warden in a sport, fitness or recreation, such as a community leisure centre, aquatic centre or indoor activities centre.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Emergency Response

Unit sector(s)

Cross-Sector

Elements and Performance Criteria

Elements	**Performance criteria**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• 1. Coordinate response to emergency reports or signals.	• 1.1 Identify and respond to emergency reports or signals. • 1.2 Attend, where appropriate, emergency situations and respond accordingly. • 1.3 Assess emergency situations and report details to designated personnel. • 1.4 Coordinate emergency response actions.
• 2. Assess the emergency.	• 2.1 Conduct an assessment of the situation according to organisational policies and procedures. • 2.2 Establish an emergency action plan based on assessment of current situation and potential for escalation. • 2.3 Prioritise actions promptly.
• 3. Coordinate the response.	• 3.1 Implement organisational emergency procedures and policies. • 3.2 Supervise equipment selection suitable to the type of emergency. • 3.3 Confirm and coordinate the safe use of emergency equipment. • 3.4 Supervise selection and use of rescue techniques. • 3.5 Improvise, where necessary, equipment and technique. • 3.6 Arrange and confirm the safety of staff and participants.
• 4. Liaise with relevant authorities.	• 4.1 Liaise with members of emergency team and monitor the emergency. • 4.2 Refer situations beyond the capability of the emergency team to the appropriate authorities for assistance. • 4.3 Provide information and assistance to authorities. • 4.4 Control and coordinate, if necessary, emergency evacuation.

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• 5. Finalise operational procedures.	• 5.1 Complete and maintain an operational log. • 5.2 Debrief emergency team members. • 5.3 Evaluate operation of emergency procedures and recommend any changes. • 5.4 Advise emergency team members to refer media inquiries to the nominated spokesperson.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.	
Skills	**DESCRIPTION**
Reading skills to:	• interpret emergency documentation, reports and signals.
Writing skills to:	• complete accurate and detailed emergency documentation.
Planning and organising skills to:	• coordinate resources and equipment necessary to respond effectively to emergency situations.
Self-management skills to:	• review and reflect on own work performance in coordinating emergency responses.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISXEMR002 Coordinate emergency responses	SISXEMR402A Coordinate emergency responses	Updated to meet Standards for Training Packages.	Equivalent

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Assessment Requirements for SISXEMR002 Coordinate emergency responses

Modification History

Release	Comments
1	Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and assess at least five of the following emergency situations and coordinate the appropriate response:
    - fire
    - hazardous release
    - bomb threat
    - medical
    - accidents
    - panic and other emotional responses
    - equipment failure
    - lost party member
    - changing environmental conditions
    - activity specific
- two of the above situations must include an assessment that identifies possible escalation and an appropriate response actioned for each.
- confirm and supervise the selection and safe use of emergency equipment for each situation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation to enable application of legal requirements according to own work role and level of responsibility:
    - duty of care
    - work health and safety/occupational health and safety

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    - environment protection
    - hazardous substances
    - public health and safety
- organisational emergency policies and procedures related to coordinating emergency responses:
    - communication lines
    - debrief procedures
    - duty of care
    - emergency procedures
    - environment protection
    - exit and assembly points
    - hazardous substances and dangerous goods
    - industry codes of practice
    - reporting incidents
    - work health and safety/occupational health and safety
- appropriate responses to emergency situations, as specified in the Performance Evidence
- location and safe use of rescue and emergency equipment and resources:
    - hoses
    - ladders
    - rescue equipment
    - monitors
    - foam equipment and extinguishers
    - blankets
    - spill kits
    - personal protective clothing and equipment
    - salvage gear
    - first aid and evacuation equipment
- the potential for emergency escalation:
    - spread of fire
    - threat to adjoining areas
    - dangers of explosion
    - loss of communications
    - involvement of additional persons

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    - deterioration in environmental conditions
- rescue techniques
- emergency response agencies within the activity area and direct communication channels to enable information about an emergency to be communicated quickly and directly
- factors that impact on emergency situations to enable appropriate contingency planning
- behaviour and characteristics of typical emergencies to enable the development of an action plan to quickly and effectively bring the situation under control.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment where the individual is exposed to simulated emergencies requiring response. This can be a workplace or simulated environment.

Assessment must ensure access to:

- current industry procedures for reporting and managing emergency situations
- legislation relevant to emergencies:
    - work health and safety/occupational health and safety
    - duty of care
    - environment protection
    - hazardous substances and dangerous goods
    - public health and safety
    - industry codes of practice
- equipment and resources to ensure adequate response to emergencies relevant to work role and workplace
- a variety of clients and/or participants requiring an emergency response, clients and participants can be:
    - clients and participants in a sport, fitness or recreation industry workplace who are assisted by the individual during the assessment process or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- coordinate participant movement during emergency situations
- respond to a range of emergencies in a sport, fitness or recreation environment, within the required, but realistic, timeframe.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b.

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TLIC3011 Transport passengers with disabilities

Modification History

Release	Comments
2	This is the second release of this unit of competency in the TLI Transport and Logistics Training Package. • Minor changes to unit Application • Minor changes to Performance Criteria • Minor changes to Performance Evidence • Minor changes to Knowledge Evidence • Minor changes to Assessment Conditions.
1	This unit of competency was first released in TLI Transport and Logistics Training Package Release 1.0.

Application

This unit involves the skills and knowledge required to transport passengers with disabilities.

It includes undertaking pre-operational vehicle checks and vehicle ancillary equipment, assisting passengers to use restraints and ancillary equipment, providing appropriate support to passengers during their journey, and manoeuvring the vehicle with due consideration of passengers' disabilities and the requirements of relevant government regulations in accordance with relevant state/territory road and traffic authority licence requirements and regulations.

Work is performed with limited or minimum supervision, and within duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

C - Vehicle Operation

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Unit sector(s)

N/A

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Carry out pre-operational checks on vehicles**	**1.1**	Pre-operational checks for vehicle and its associated ancillary equipment are carried out in accordance with manufacturer requirements, government regulations and workplace policies and procedures
		1.2	Hazards are identified, risks are assessed, and control measures are implemented
		1.3	Faults and defects identified during checks are repaired and/or reported in accordance with workplace procedures
2	**Drive a vehicle used by passengers who have a disability**	**2.1**	Passengers are assisted in a courteous manner, sensitive to the specific needs of their disability
		2.2	Passengers are assisted to use restraints and ancillary equipment that accompanies them, as required
		2.3	Ongoing support is provided to passengers to maximise their travelling comfort
		2.4	Ancillary equipment is stowed safely in vehicle in accordance with relevant regulations
		2.5	Vehicle is manoeuvred in accordance with the regulations for the class of vehicle involved
		2.6	Vehicle is manoeuvred with due consideration to required precautions related to the disability of the passenger in accordance with relevant government regulations pertaining to the special load

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		2.7	Signs or indicators are fixed to vehicle, as required

Foundation Skills

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

Range of conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
TLIC3011 Transport passengers with disabilities	TLIC3011A Transport passengers with disabilities	• Minor changes to unit Application • Minor changes to Performance Criteria • Minor changes to Performance Evidence • Minor changes to Knowledge Evidence • Minor changes to Assessment Conditio	Equivalent

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Assessment Requirements for TLIC3011 Transport passengers with disabilities

Modification History

Release	Comments
2	This is the second release of this unit of competency in the TLI Transport and Logistics Training Package. • Minor changes to unit Application • Minor changes to Performance Criteria • Minor changes to Performance Evidence • Minor changes to Knowledge Evidence • Minor changes to Assessment Conditions.
1	This unit of competency was first released in TLI Transport and Logistics Training Package Release 1.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace policies and procedures
- completing relevant workplace documentation
- controlling all functions of the vehicle
- interacting appropriately with passengers who have a disability
- reading, interpreting and following relevant instructions, procedures, information and signs
- responding appropriately to cultural requirements when interacting with others
- working collaboratively and communicating effectively with passengers.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:

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- duty of care responsibilities when driving vehicles used by passengers who have a disability
- pre-operational checks carried out on vehicle, and ancillary equipment and related action
- procedures for operating ancillary equipment
- relevant anti-discrimination legislation
- relevant state/territory road traffic authority road rules, regulations and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and workplace procedures and regulations
- techniques for driving vehicles used by passengers who have a disability
- vehicle and ancillary equipment controls, instruments and indicators, and their use
- vehicle handling procedures
- workplace driving and operational instructions.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- a vehicle for practical assessment which must be designed to transport passengers who have a disability
- relevant and appropriate materials, tools, equipment, and personal protective equipment (PPE) currently used in industry
- applicable documentation, including legislation, regulations, codes of practice, workplace procedures and operation manuals.

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Link

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/TLI.

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CHC Community Services

Credit Arrangements

At the time of endorsement of this Training Package, no national credit arrangements exist.

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