



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM408B Undertake relationship and family work in the context of the agency and sector

Release: 1

CHCFAM408B Undertake relationship and family work in the context of the agency and sector

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

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

Application of the Unit

Application

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT

1. Work effectively within agency/organisation context

PERFORMANCE CRITERIA

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

ELEMENT

PERFORMANCE CRITERIA

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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

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:

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

Essential skills:

It is critical that the candidate demonstrate the ability to:

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

REQUIRED SKILLS AND KNOWLEDGE

- Collect and store organisation information
- Report on organisation and program activities and outcomes

Evidence Guide

EVIDENCE GUIDE

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

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

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

EVIDENCE GUIDE

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

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment include access to:
 - a relevant workplace or an appropriately simulated environment where assessment may take place

EVIDENCE GUIDE

Method of assessment:

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

Related units:

This unit is to be assessed after or in conjunction with the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work

Range Statement

RANGE STATEMENT

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

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

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

Organisation's programs, may include:

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

RANGE STATEMENT

- Program objectives may include:*
- Provision of information
 - Skill development
 - Behavioural change
 - Enhancement of interpersonal relationships
 - Affective
 - Cognitive
 - Psychomotor
 - A combination of any or all of these objectives
- Key client groups may include:*
- Women/mothers
 - Men/fathers
 - Couples
 - Families
 - Adolescents
 - People from diverse backgrounds including those from culturally, linguistically, religiously, and learning ability different backgrounds
- Requirements and standards may include:*
- Organisation requirements
 - Accepted ethical standards
 - Legislative and duty of care requirements including fulfilling specific obligations in relation to completing mandatory training in issues relating to child abuse and domestic and family violence
 - Organisation's policies and procedures
 - Organisation or professional codes of conduct and ethical practice
 - Organisation's mission and goals
- Potential sources of client referral may include:*
- Clergy, civil marriage celebrants
 - Other providers of marriage, family and relationship service activities
 - Organisations and other government authorities, e.g. Family Law Court, hospitals, schools

RANGE STATEMENT

Information may include:

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

Unit Sector(s)

Not Applicable