



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM523B Manage training and development activities for relationship practitioners

Release: 1

CHCFAM523B Manage training and development activities for relationship practitioners

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to monitor the training and development of educators to facilitate the delivery of quality programs
It also includes competencies related to the design and delivery of training and development activities for educators

Application of the Unit

Application

This unit applies to those involved in training and development of educators and includes competencies related to the design and delivery of training and development activities for educators

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work
- CHCFAM408B Relationship and family work in the context of the agency and sector

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

PERFORMANCE CRITERIA

1. Monitor training and professional development undertaken by relationship practitioners

- 1.1 Consult with practitioner to determine the *types of training and development* needed in order to help the practitioner meet the demands of their role in program delivery and to meet agency/organisation/ funding body requirements
- 1.2 Provide advice and information on the most appropriate training and development for practitioners
- 1.3 Evaluate training to be undertaken by practitioner against identified program needs, practitioner needs and available resources
- 1.4 Encourage practitioner undertaking training to raise problems or difficulties
- 1.5 Encourage practitioner to evaluate their progress towards achieving their learning goals for the training and development undertaken
- 1.6 Provide opportunities for training and development for practitioner within approved budgets
- 1.7 Provide further guidance and recommendations for future training and development based on practitioner evaluations and current performance
- 1.8 Maintain appropriate training and development records for practitioners in accordance with organisation or funding body guidelines and requirements

ELEMENT

PERFORMANCE CRITERIA

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| 2. Plan and facilitate access to professional development for practitioners | 2.1 Identify specific training and development needs of practitioners |
| | 2.2 Develop professional development plans in consultation with practitioners |
| | 2.3 Identify resources required for professional development |
| | 2.4 Organise resources to ensure efficient and effective access to professional development |
| | 2.5 Apply a systemic approach to professional development to ensure processes are revised and modified as necessary to meet the stated learning needs of practitioners |
| | 2.6 Provide support and feedback to practitioners to encourage the development of a critically reflective approach to work |
| | 2.7 Provide opportunities for practitioners to practice and utilise their learning in order to achieve the specific outcomes stated for the professional development |
| | 2.8 Collect and document evidence of satisfactory performance by the practitioner against the stated objectives for the professional development activity |

ELEMENT

PERFORMANCE CRITERIA

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| 3. Plan and conduct professional development activities | <p>3.1 Clarify the purposes and objectives of professional development activity to determine if they are achievable</p> <p>3.2 Develop professional development activity in line with purposes and objectives</p> <p>3.3 Estimate costs and compare against proposed budgets for professional development activity</p> <p>3.4 Establish promotion and engagement strategies and provide information within designated timelines</p> <p>3.5 Make contingency arrangements to ensure the smooth running of the professional development activity</p> <p>3.6 Produce required resources and other products within required timeframes</p> <p>3.7 Evaluate products and processes of professional development activity</p> |
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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 knowledge of:

- Methods to assess training and development needs of practitioners working in a diverse range of programs with a wide range of client groups
- Methods for assessing and evaluating professional development
- Available training opportunities and resources
- Professional development approaches and methodologies which are appropriate for relationship practitioners
- Current trends and issues in relationship education
- Good understanding of work in the area of relationship education
- Budgeting, resource allocation
- Models and roles and responsibilities of supervision, mentoring and coaching
- Conflict resolution and mediation

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse individual needs for training
- Balance individual and organisation needs for training and development
- Prioritise and allocate scarce resources to maximise the achievement of organisation and individual outcomes in the area of professional development
- Provide effective coaching, mentoring and supervision for relationship practitioners
- Facilitate educators to develop a self-reflective approach to accessing training for professional development
- Integrate theory and practice of relationship education
- Analyse and evaluate external sources of training for suitability
- When working with relationship practitioners, model effective, respectful and inclusive communication skills, particularly in relation to providing them with expert support and guidance in relation to their own professional development, including:
 - listening
 - empathic responding
 - paraphrasing, summarising, questioning
 - body language
 - models of conflict resolution, assertiveness
 - sense of humour, tact and sensitivity
- Give and receive constructive feedback

In addition, the candidate must be able 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 the ability to:

- Analyse develop and implement systems
- Solve problems
- Deal sensitively and assertively with conflict and potentially difficult situations
- Work inclusively with the whole person, considering the range of possible influences in their lives including:
 - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
 - the interplay and dynamics of each of the above
 - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

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 in the application of managing the training development activities for relationship practitioners
- 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 with relationship practitioners in a supervisory coordination role providing coaching, mentoring and support for professional development

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

EVIDENCE GUIDE

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

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment through the management of training and development activities for relationship practitioners
 - 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

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.

Types of training and development may include but are not limited to:

- Participation in training in groups
- Access to education and training to individuals
- Face-to-face formats
- Distance education
- Coaching/mentoring
- On the job training
- Training delivered from within the agency or by an external source
- Undertaking formal and informal training including recognised training, on and off the job
- Workplacements in other agencies or with other programs within own agency
- Review of current journals, articles, texts
- Undertaking supervision
- Application of reflective work practice
- Attendance at conferences, seminars, meetings
- Through opportunities to network
- Through membership of professional associations
- Staff training and development may vary in accordance with:
 - agency/organisation funding policies and guidelines
 - the scope of the role of the educator
 - paid or volunteer, full time or part time nature of the educator's role

Unit Sector(s)

Not Applicable