



Australian Government

Department of Education, Employment and Workplace Relations

CHCQM501B Facilitate an accreditation process

Release: 1

CHCQM501B Facilitate an accreditation process

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to facilitate the evaluation of an organisation against standards through an accreditation process

Application of the Unit

Application

This unit applies to workers in a variety of community service contexts required to participate in and facilitate an imposed accreditation process

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

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Facilitate an organisation self evaluation process | 1.1 Complete self evaluation report for the organisation in which practice is reviewed against nominated <i>standards</i> |
| | 1.2 Conduct focus groups, questionnaires and/or interviews with clients to receive feedback |
| | 1.3 Conduct focus groups, questionnaires and/or interviews are with other <i>stakeholders</i> to receive feedback |
| | 1.4 Conduct record audits |
| | 1.5 Complete appropriate <i>documentation</i> |
| 2. Facilitate the development of a quality improvement plan | 2.1 Assess the organisation's performance against the standards and identify gaps |
| | 2.2 Develop strategies to address identified gaps |
| | 2.3 Where appropriate, consult relevant stakeholders in developing a quality improvement plan |

ELEMENT**PERFORMANCE CRITERIA****3. Implement a quality improvement plan**

- 3.1 Develop quality improvement workplan, including performance criteria to evaluate
- 3.2 Regularly monitor the quality improvement workplan
- 3.3 Prepare regular reports against the workplan and present to relevant parties
- 3.4 Revise workplan according to relevant feedback

4. Coordinate the organisation for an external evaluation

- 4.1 Inform relevant stakeholders about the external evaluation process
- 4.2 Schedule interviews with staff and board members where appropriate
- 4.3 Schedule interviews with tenants and other service providers
- 4.4 Prepare files and records for examination
- 4.5 Prepare all documentation for examination
- 4.6 Identify strategies to ensure continuous improvement mechanisms and integrate into work systems

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:

- Relevant legislation as it applies to the work environment and service delivery contexts
- Relevant standards and licensing requirements applicable to the accreditation process
- Knowledge of process for engaging stakeholders in the planning and consultation stages of accreditation
- Knowledge of systems to support the accreditation process - including government and non government consultants, resources and personnel
- Good practice principles and emerging trends in service delivery area
- Quality assurance principles and practices
- Systemic approaches to developing work plans including performance criteria, outcomes, outputs and other related service deliverables

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of accreditation processes
- Coordinate a self assessment process at an organisation level
- Maintain knowledge of best practice

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:

- Demonstrate application of skills in:
 - goal setting

REQUIRED SKILLS AND KNOWLEDGE

- communication
- ability to develop policy
- evaluation and review
- consultation
- report writing

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
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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
- Resources required for assessment of this unit include access to a relevant workplace or appropriately simulated environment where assessment may take place

Method of assessment may include:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning
- Documentation/written reports

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.

Standards may include but are not limited to:

- National community housing standards
- Public housing standards
- Aboriginal housing standards
- Supported accommodation standards
- Aged care standards
- Child care standards

RANGE STATEMENT

Documentation may include but is not limited to:

- Policies and procedures
- Files
- Business plans
- Procedural forms, checklists, etc
- Self study report

Stakeholders may include but are not limited to:

- Staff
- Tenants/clients
- Applicants
- Government departments
- Boards of Directors
- Other service providers
- Local community
- Real estate agents
- Funding bodies
- Accreditation bodies

Unit Sector(s)

Not Applicable