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Version 2.1

Volume 7 of 7

Competency Standards **Codes CHCNET501A to CHCYTH608C**

**The information in this document is to be used in conjunction with the
CHC08 Community Services Training Package Qualifications Framework (Volume 2),
Employability Skills Qualification Summaries (Volume 3)
and associated units of competency**

**The CHC08 Community Services Training Package
is due for review by 5 December 2011**



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CHCNET501A

Work effectively with other services and networks

Descriptor

This unit describes the knowledge and skills required to liaise and facilitate linkages between a comprehensive range of community services to ensure ongoing development of the organisation and provision of support to the relevant client group

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community work contexts, including specialist and generalist services in the community

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify and maintain *links* with *relevant services*

PERFORMANCE CRITERIA

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

1.1 Identify and prioritise needs relating to organisation and professional *networks*

1.2 Identify, gather, store and maintain *information on appropriate services* to meet client and organisation needs

1.3 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links

1.4 Incorporate significant cultural practices, needs and traditions into liaison and *networking* with other services

1.5 Implement *strategies to develop effective links with new services and networks* in consultation with key people and in accordance with organisation objectives

2. Reflect social and cultural awareness in working with other services

2.1 Identify potential discrimination or culturally based obstacles to agencies accessing a service

2.2 Identify potential discrimination or culturally based obstacles to accessing other agency's services

2.3 Develop and implement strategies to address any culturally based obstacles that arise

2.4 Value cultural difference and diversity of others as a resource for the agency in the liaison and service delivery process

2.5 Where individual relationships interfere with the liaison and networking with other services, take timely remedial action in accordance with organisation procedures, to ensure continued linkage and ongoing benefits for clients

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Provide relevant information to services | 3.1 Maintain knowledge of and access to internal means of support within own organisation |
| | 3.2 Provide information and resources to <i>support</i> other agencies and community networks as appropriate |
| | 3.3 Ensure materials and resources provided are relevant and current |
| | 3.4 Seek feedback on the materials and resources provided and act appropriately to address feedback received and ensure ongoing quality and linkage to other services |
| 4. Work in collaboration with other organisations to enhance networks and service delivery | 4.1 Define the type and level of service or collaboration to be provided and negotiate with the relevant organisation |
| | 4.2 Define the scope of the agency's participation in the network |
| | 4.3 Maintain appropriate contact where client referrals have occurred |
| | 4.4 Ensure provision of appropriate support to the network where applicable |
| | 4.5 Provide information and services to clients and networks in line with organisation's confidentiality, consent, privacy policies and procedures and relevant legislation |
| | 4.6 Develop and negotiate longer term plans to assist services to operate self sufficiently, where appropriate |
| | 4.7 Regularly evaluate effectiveness and relevance of services and networks against organisation goals and client needs in consultation with key people and modify as necessary |

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:

- Power relationships within and between organisations
- Processes of initiating and supporting community development planning
- Strategic planning
- Existing relevant networks
- Relevant agency policies and procedures
- Relevant legislation
- Lobbying in the context of organisation protocols
- Existing information systems
- Values, limitations and dynamics of networks
- Referral networks – criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure networks developed meet the needs of the organisation and its clients
- Facilitate effective working relationships within community services and within the general community

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:

- Develop and provide information about community services
- Develop promotional material
- Develop appropriate agency forms such as intake and referral forms
- Demonstrate application of skills in:
 - negotiation
 - reporting and record-keeping
 - lobbying
 - dealing with diverse and/or specific cultural groups
 - questioning
 - active listening
 - verbal and non-verbal communication
 - referral
 - participating and conducting interagency meetings
 - promotion
 - liaison and networking
- Recognise own limitations and agency boundaries
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

Links may be:

- Referral to and from other services
- Telephone contact
- Worker networks
- Informal contacts
- Case conferences
- Inter agency meetings
- Community consultative committees
- Joint projects
- Service level agreements
- Memorandum of understanding

Relevant services may include:

- Consumer groups
- Commercial enterprises such as real estate agents, and financial institutions
- Community services departments
- Aboriginal and Torres Strait Islander services
- Employment services
- Community based disability support services
- Income support services
- Accommodation services
- Services specific to the person's needs
- Trans-cultural
- Religious organisations
- Judicial
- Correctional
- Police
- Emergency services

Information on appropriate services may include:

- Pamphlets and other information sources
- List of all relevant services
- Information on own agency
- Criteria for referral to each agency
- Contacts
- Information to provide to clients

RANGE STATEMENT

Support may include:

- Visits
- Consultations
- Joint initiatives
- Participation in case conferences
- Telephone advice
- Provision of staff development and training
- Exchanging of reports
- Community education

Policies and procedures may include:

- Referral protocols

Formal networks may include:

- Key people
- Local organisations
- Interest and support groups
- Lobby groups
- Regional specialist and peak associations
- Advisory committees
- Associations
- Businesses
- Law enforcement agencies
- Government ministers/departments

Networks may serve the purpose of:

- Achieving corporate objectives
- Accessing the services and resources of other organisations
- Promotion of organisation and/or programs
- Strategic planning
- Encouraging coordination amongst organisations and workers
- Enhancing service delivery

Networking needs may be as a result of, or leading to:

- New government policies
- New or reviewed strategic plan
- New organisations/services starting up
- Restructuring of organisation
- Enhanced service delivery
- Funding imperatives

RANGE STATEMENT

Strategies to develop effective links with new services and networks may include:

- Liaison with relevant government, community, business and other representatives
- Participating and managing formal network committees
- Negotiating with relevant organisations for network participation
- Liaison with other network organisations

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

CHCNET503C

Develop new networks

Descriptor

This unit describes the knowledge and skills required to setup formal networks to benefit the organisation and clients

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop and maintain appropriate *networks*

PERFORMANCE CRITERIA

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

- 1.1 Identify and prioritise organisation, professional and individual *networking needs* and established new networks as required to meet client needs and organisation objectives
- 1.2 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development
- 1.3 Implement *strategies to develop effective new networks* in consultation with key people and in accordance with organisation objectives
- 1.4 Make available information about new network to other staff and others as appropriate
- 1.5 Develop and implement processes for engaging relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Reflect social and cultural awareness in developing and maintaining networks

PERFORMANCE CRITERIA

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

- 2.1 Identify potential discrimination or culturally based obstacles to effective networks and develop and implement strategies to avoid them
- 2.2 Value cultural difference and diversity as a resource in networks and integrate into practices, relationships and strategies where relevant
- 2.3 Where individual relationships interfere with the effective operation of networks, take timely remedial action in accordance with organisation procedures, to ensure maximum benefit to clients
- 2.4 Regularly evaluate effectiveness and relevance of networks against organisation goals and client needs in consultation with key people, and modify appropriately as necessary
- 2.5 In evaluating effectiveness of networks, consider issues related to cultural expectations, client needs and organisation's philosophy

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:

- Power relationships within and between organisations
- The values and limitations of networks
- The dynamics of networks
- Processes of initiating and supporting community development planning
- Strategic planning
- Existing relevant networks
- Lobbying in the context of organisation protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure networks developed meet the needs of the organisation and its clients

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:
 - negotiation
 - reporting and record-keeping
 - lobbying
 - dealing with diverse and/or specific cultural groups
- Utilise relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

Networks may include formal networks such as:

- Key people
- Local organisations
- Interest and support groups
- Lobby groups
- Regional specialist and peak associations
- Advisory committees
- Associations
- Businesses
- Law enforcement agencies
- Government ministers/departments

Networks may serve the purpose of:

- Achieving corporate objectives
- Accessing the services and resources of other organisations
- Promotion of organisation and/or programs
- Strategic planning
- Encouraging coordination amongst organisations and workers
- Enhancing service delivery

Networking needs may be as a result of, or leading to:

- New government policies
- New or reviewed strategic plan
- New organisations/services starting up
- Restructuring of organisation
- Enhanced service delivery
- Funding imperatives

Strategies to develop effective new networks may include:

- Liaison with relevant government, community, business and other representatives
- Participating and managing formal network committees
- Negotiating with relevant organisations for network participation
- Liaison with other network organisations

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCOHS312A

Follow safety procedures for direct care work

Descriptor

This unit is specifically designed to cater for safety aspects of work involving delivery of services in aged care, home and community care and disability services

The unit focuses on maintaining safety of the worker, the people being supported and other community members

Employability Skills

This unit contains Employability Skills

Application

On completion of this unit, the worker in these particular sectors will be able to accurately identify the major occupational health and safety hazards, manual handling, together with other hazards that may include dealing with behaviours of concern, stress, etc

The worker will also be able to assess related risk as well as follow instructions and procedures with minimal supervision and support

The worker will also be capable of participating and contributing to occupational health and safety (OHS) management issues

Where the worker is undertaking tasks delegated by a health professional specific instruction or policy should be provided in relation to infection control or the worker should have the skills and knowledge addressed in *HLTIN301A Comply with infection control policies and procedures in health work*

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify *sources of risk to personal safety*, assess the level of risk and follow risk minimisation procedures

PERFORMANCE CRITERIA

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

- 1.1 Identify environments, situations and client-related *risk factors*
- 1.2 Apply practical strategies and *organisation procedures* to minimise risk
- 1.3 Identify any behaviours of concern in the work context and follow organisation procedures to minimise risk
- 1.4 Identify risks associated with driving and travelling with and without clients and follow organisation procedures to minimise risk
- 1.5 Follow organisation policies and procedures when working in a new or unstable environment

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. Terms in italics are elaborated in the Range Statement.
2. Identify manual handling hazards, assess related risk and follow risk minimisation procedures	2.1 Identify manual handling hazards 2.2 Assess the risk using the tools described in the Manual Handling Code of practice (or equivalent) for own State/territory 2.3 Apply recognised control measures for manual handling risk, including eliminating manual handling wherever possible 2.4 Follow established manual handling procedures and <i>work instructions</i> for minimising manual handling activity/risk
3. Identify sources of infection and apply industry accepted practice to minimise risk of infection to themselves, clients and others	3.1 Identify risks of infection 3.2 Apply <i>standard precautions</i> to prevent the spread of infection as part of own work routine 3.3 Recognise situations when additional infection control procedures are required 3.4 Apply <i>additional precautions</i> when standard precautions alone may not be sufficient to prevent transmission of infection 3.5 Identify other sources of infection for workers
4. Identify other hazards and assess risk	4.1 Identify other hazards in the work area during the performance of duties 4.2 Assess level of risk 4.3 Conduct environmental assessment to identify potential sources of risk to personal safety
5. Follow procedures and strategies for <i>risk control</i>	5.1 <i>Report hazards in the work area to designated personnel</i> according to workplace procedures 5.2 Follow accurately workplace procedures and work instructions for controlling risks with minimal supervision 5.3 Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with incidents, fire and/or hazardous events

ELEMENT

Elements define the essential outcomes of a unit of competency.

6. Contribute to OHS in the workplace

PERFORMANCE CRITERIA

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

- 6.1 Describe employee rights and employer obligations regarding consultation on OHS matters
- 6.2 Raise task and/or job specific OHS issues with appropriate people in accordance with workplace procedures and relevant OHS legislative requirements
- 6.3 Contribute to participative arrangements for OHS management in the workplace within organisation procedures and the scope of responsibilities and competencies
- 6.4 Provide feedback to supervisor on hazards in work area in line with organisation OHS policies and procedures
- 6.5 Provide support in implementing procedures to control risks in accordance with organisation procedures

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:

- Awareness of all relevant workplace procedures including:
 - hazard management policies and procedures
 - care plans and work instruction
 - procedures for the use of manual handling and mobility equipment, personal protective equipment, duress and other alarms
 - emergency, fire and incident procedures
- Awareness that OHS issues are regulated by State/territory acts, regulations, codes of practice and industry standards
- Knowledge and understanding of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation, including specific awareness of manual handling hazards as well as general awareness of other hazards that occur in the sector
- Duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards
- Basic concepts of likelihood of occurrence and consequences (severity) of injury
- Meaning of OHS signs and symbols relevant to the work area
- Basic understanding of sources of infection and means to minimise transfer of infectious diseases
- Basic home fire safety
- Significance of service provision setting

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply and describe procedures for:
 - recognising hazards, particularly with regard to manual handling, in the workplace
 - reporting hazards identified using documented organisation processes
- Identify manual handling risk and modify work practices appropriately
- Identify risks to personal safety and apply accepted practices to minimise risk
- Demonstrate standard infection control procedures, including use of approved hand washing techniques
- Work safely, and follow the enterprise's OHS policies and procedures
- Identify, report and manage workplace hazards (within the limits of worker control)
- Undertake appropriate observation and reporting

continued ...

REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills (contd):

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:

- Access and use manual handling equipment commonly available in the industry sector to reduce risks associated with manual handling
- Use body biomechanics, as a supplement to other manual handling risk reduction strategies, to reduce the risk in routine tasks
- Identify client-related risk factors and modify approach and choice of equipment to minimise risk
- Exercise duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards
- Recognise potential situations that require action and then implement appropriate corrective action as much as possible to eliminate risk
- Implement work processes and practices to prevent or minimise risk
- Refer to and apply safe work practices
- Demonstrate correct use of equipment according to organisation and manufacturer instructions
- Communicate OHS issues to designated personnel
- Solve problems
- Use reading and writing skills – appropriate literacy competence – as required to fulfil job roles in a safe manner and as specified by organisation/service and to access information in care plans, read labels and workplace procedures:
 - literacy support in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
 - literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual
- Apply communication skills – language competence – as required to fulfil job roles in a safe manner and as specified by the organisation/service:
 - assessors should look for skills in asking questions, providing clear information including to client and co-worker, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
 - service/organisation may require competence in English or community language, depending on client group

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.

Definition of hazard:

- A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity
- Hazards arise, for example, from workplace environment; use of plant for example and equipment; poor work design; inappropriate systems, procedures and/or human behaviour

Legislative requirements include:

- The legislative requirements for manual handling and for OHS consultation and participation vary in different states and the requirements of the particular state should be reflected in the training and assessment processes including OHS industry guides

Examples of manual handling hazards in the aged care and disabilities sectors include:

- Lifting tasks such as moving a person in bed, assisting to stand, transfer to chair or wheelchair, lifting objects
- Pushing pulling tasks such as pushing trolleys, wheel chairs, shower chairs, dressing clients
- Carrying trays and other items
- Reaching and postural tasks such as feeding a person, showering
- Restraining tasks

The risk factors for manual handling are influenced by:

- Postures adopted
- Movement undertaken
- Forces exerted
- Environmental conditions such as underfoot conditions, lighting, heat
- Duration and frequency of the task
- In people-handling the risk is also affected by the:
 - ability of client to support/control part/whole of the body
 - predictability in movement and behaviours
 - pain levels
 - ability to follow instructions
 - any equipment attached to the client e.g. catheters, IVs etc
 - client clothing

RANGE STATEMENT

Manual handling equipment may include:

- Client hoists
- Standing lifters
- Slide sheets
- Other manual handling assistive devices

Sources of risk to personal safety:

- Personal risks may arise from clients, client family, the public or animals
- Risk environments may be in access to work (e.g. car parking arrangements, access to private home) and in carrying out work
- Situations with a higher risk of threat and client related factors may be identified from incident reports, care plans, case management meetings
- Behaviours of concern
- Working new, isolated and/or potentially unstable environments

Examples of workplace hazards in aged care, home and community care and disabilities sectors (other than manual handling) may include:

- Equipment including suitability for purpose and fitness for use
- Work-related stress
- Biological hazards including body fluids; contaminated food; soiled clothing and linen; clinical waste; syringes and other 'sharps'; etc
- Personal threat by (e.g. through behaviours of concern) clients and/or visitors
- Chemicals (e.g. toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals)
- Work-related environment (e.g. underfoot, lighting, space, noise, air quality, furniture/fittings, car parking etc)
- Electrical hazards related to use of equipment, faulty wiring
- Work organisation issues such as shift work or irregular hours/on call

RANGE STATEMENT

Standard precautions include:

- Aseptic technique
- Personal hygiene practices especially washing and drying hands (e.g. before and after client contact)
- Use of personal protective equipment
- Techniques to limit contamination
- Surface cleaning and management of blood and body fluid spills
- Safe handling of sharps
- Safe disposal of sharps and other clinical waste
- Appropriate reprocessing and storage of reusable instruments

Additional precautions may include:

- Special ventilation requirements
- Additional use of personal protective equipment
- Dedicated equipment (e.g. to each client or as appropriate to work function)

Organisation procedures for managing risks, including those related to manual handling may be:

- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures)
- Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting (including follow up to sharps incidents) and investigation, workplace inspections, maintenance etc
- Client assessment documents and care plans
- Strategies for reducing the amount of manual handling required and manual handling risk
- Supporting people with behaviours of concern
- Communication, consultation and issue resolution procedures
- Human resources management procedures such as harassment and grievance procedures, induction programs, team meetings, management of performance levels
- Job procedures and work instructions
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Other related procedures including waste management, security

RANGE STATEMENT

Work instructions may be:

- Verbal
- Written
- In English
- In a community language
- Provided visually e.g. video, OHS signs, symbols and other pictorial presentation, etc.
- Work instructions include care plans and there should be an awareness of their role in risk management especially in risks associated with manual handling and behaviours of concern

Designated personnel for OHS referrals may be:

- Employer
- Supervisor
- OHS nominee
- OHS Committee chairperson
- Elected OHS representative/employee representative
- Other personnel with OHS responsibilities

Examples of OHS issues which may be raised by workers with designated personnel may include:

- Hazards identified
- OHS impact of the changing condition of clients
- Problems encountered in managing risks associated with hazards, in particular, manual handling (e.g. availability and appropriateness of handling and mobility equipment) and behaviours of concern
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes, including carer input to care plans
- Follow up to reports and feedback
- Effectiveness of risk controls in place
- Training needs

RANGE STATEMENT

Examples of contributions may include:

- Recommendations on changes to work processes, equipment or practices
- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Attendance at meetings
- Input to care plans
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

Examples of participative arrangements may include:

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Team meeting and case management meetings
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

Risk control in the work area may include:

Application of the hierarchy of control, namely:

- Eliminate the risk
- Reduce/minimise the risk through:
 - universal precautions
 - engineering controls
 - administrative controls including training
 - personal protective equipment

Controlling manual handling risks in the work area may include:

- Minimising amount of handling
- Provision of equipment
- Changes to workplace layout
- Changes to work organisation or work practices
- Changes to the load or client
- Task-specific training

RANGE STATEMENT

Report hazards in the work area may be verbal or written and may include:

- Face-to-face
- Phone messages
- Notes
- Memos
- Specially designed report forms

Basic home fire safety includes knowledge of:

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

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 of assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Simulation should be based on the actual work setting and must include demonstration of practical skills such as use of appropriate equipment
- Simulations may also include the use of case studies, scenarios and role play
- In addition to the practical skills, this unit of competency requires a body of knowledge which may be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc)
- Assessment will occur over a range of situations that may include disruptions to normal smooth operations
- Assessment may need to be conducted over an extended period of time, or on more than one occasion to cover the relevant range of situations
- Within the limits of worker, client and public safety and the requirements of the competency, consideration must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled

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

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.

Context of and specific resources for assessment:

- Assessment will require access to:
 - Client handling and mobility devices commonly used in the industry sector including patient hoists, standing lifter, wheelchair, slide sheets and other client assistive devices and mobility aids
 - Recognised risk control strategies
 - Appropriate equipment
 - Workplace health and safety policies and procedures
 - Other related policies and procedures
 - Duties statements and/or job descriptions
 - Sample care plans

Method of assessment:

- Assessment may be best conducted using a range of practical exercises and scenarios/case studies/what ifs as well as through questions to check the reasoning behind the observable actions
- These assessment activities should include a range of routine problems that may have been generated from the past incident history and hazardous incidents in similar work contexts within the sector and/or industry
- A diversity of assessment tasks is essential for holistic assessment

CHCORG201A

Follow policies, procedures and programs of the organisation

Descriptor

This unit describes the knowledge and skills required to work according to organisation policies, procedures and programs

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Follow *organisation guidelines*

PERFORMANCE CRITERIA

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

- 1.1 Follow *workplace instructions* and policies
- 1.2 Support organisation programs and procedures within the job role
- 1.3 Use organisation resources for the purpose intended
- 1.4 Seek and obtain clarification when necessary

2. Work ethically

- 2.1 Ensure decisions and actions align within job description and are consistent with organisation philosophy
- 2.2 Perform duties promptly and consistently in all workplace activities
- 2.3 Ensure inappropriate gifts are not accepted
- 2.4 Use client resources and possessions for the purpose intended
- 2.5 Behave in a reasonable and careful manner at all times
- 2.6 Maintain confidentiality in accordance with organisation requirements
- 2.7 *Report* difficulties in carrying out duties to appropriate person/supervisor

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:

- Organisation policies, procedures and programs relating to the work role
- Organisation occupational health and safety (OHS) policies and procedures
- Organisation philosophy
- Legal and ethical issues associated with work role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities
- Work within legal and ethical requirements of job role

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 language, literacy and numeracy competence appropriate to the requirements of the organisation policies and procedures:
 - this may vary from listening skills when workplace instructions are delivered verbally, to reading skills when worker has to refer to an instruction manual
 - language used may be English or community language
- Use basic workplace technology and equipment in line with workplace requirements and instructions

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.

Organisation guidelines relevant to work role may include those relating to:

- Administrative systems of the workplace including: filing; record-keeping; workplace programs and timetable management systems; use of equipment; staff rosters
- Workplace agreements
- Job descriptions
- OHS
- Grievance procedures
- Confidentiality requirements
- Appropriate relationships with clients
- Gifts and gratuities

Workplace instructions and policies may be:

- Written or verbal

Report may be:

- Notes
- Memos
- Records
- Letters
- Reports via phone
- Face-to-face reports

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment must include normal range of workers' activities

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

CHCORG202C

Work with others

Descriptor

This unit describes the knowledge and skills required to work with others

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Plan own *workload* with supervisor

2. Communicate with others about work matters

3. Work cooperatively with others

PERFORMANCE CRITERIA

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

1.1 Actively seek assistance and direction as required

1.2 Plan sequence of tasks with supervisor

1.3 Develop strategies to cope with unexpected demands, with supervisor

2.1 Share *information* relevant to the work with *co-workers*

2.2 Communicate clearly, concisely and with the focus on the issue

2.3 Listen appropriately to opinions and suggestions of others

2.4 Address concerns using workplace procedures

3.1 Identify and show respect for different roles and responsibilities

3.2 Demonstrate respect for rights of other workers

3.3 Keep work area well organised and safe in accordance with relevant standards/policies

3.4 Complete assigned tasks according to planned workload

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:

- Roles and responsibilities of self and others in the workplace
- Grievance procedures of the organisation
- Worker's rights and responsibilities as outlined in awards, workplace agreements, legislation etc.
- Working conditions as outlined in award, workplace agreement, policy manuals etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of and adherence to own and others roles and responsibilities in the workplace
- Work cooperatively with other workers

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:

- Apply positive communication skills including active listening and appropriate use of body language
- Demonstrate language, literacy and numeracy competence appropriate to the requirements of the organisation, job role and client group, including:
 - language skills such as asking questions, clarifying, listening for instructions
 - language used may be English or a community language
- Use basic workplace technology and equipment in line with workplace requirements and instructions

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.

Co-workers may include:

- Other staff
- Unpaid workers
- Students on placements
- Resources workers
- Ancillary staff
- Staff from other related organisations/agencies

Information which could be communicated with co-workers includes:

- Suggestions about the service
- Equipment or materials required
- Relevant information about a client
- Opinions and suggestions

Communication may be in:

- English
- Community language as required by the workplace

Workload plan may be recorded in the following manner:

- On whiteboards
- On rosters
- In diaries
- In verbal instructions

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems
- Assessment must include the worker interacting and cooperating with the normal range of other workers from the workplace

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

CHCORG303A

Participate effectively in the work environment

Descriptor

This unit describes the knowledge and skills required to work effectively as an individual and in work groups to contribute to achievement of organisation objectives

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 5. Contribute to the effective operation of the workgroup | 1.1 Identify own job responsibilities and their contribution to service delivery |
| | 1.2 Work within defined job role and responsibilities |
| | 1.3 Seek assistance and direction and obtain as required |
| | 1.4 Work in a manner that complements that of others according to policies and rules of workplace practice |
| | 1.5 Complete activities to standard expected in workplace |
| | 1.6 Carry out set tasks in a positive and courteous manner |
| | 1.7 Identify <i>resources</i> needed to carry out own work duties |
| | 1.8 Deal with shortages of resources according to <i>organisation practices</i> |
| | 1.9 Keep work area well organised and safe in accordance with relevant standards/policies |
| 6. Review and develop own work performance | 2.1 Monitor own work according to requirements for job quality and customer service |
| | 2.2 Plan work activities to achieve individual objectives and organisation expectations |
| | 2.3 <i>Report to supervisor</i> when work requirements are unable to be met |
| | 2.4 Clearly communicate to supervisor/appropriate person, <i>need for additional support</i> to improve performance |
| | 2.5 Report need for training to supervisor, as required |
| | 2.6 Undertake training as appropriate |
| | 2.7 Take opportunities for support and supervision as required |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

7. Work cooperatively with others

- 3.1 Use problem solving when necessary so work is completed according to *organisation policies and practices*
- 3.2 Demonstrate respect for individual differences of workers in workplace relationships
- 3.3 Demonstrate understanding and application of the value of cultural differences and diversity when working with others
- 3.4 Identify and show respect for different roles and responsibilities
- 3.5 Behave appropriately in the workplace, in a manner likely to promote cooperation
- 3.6 *Share information with others* in order to complete set activities
- 3.7 Report conflicts in the workplace to supervisor

8. Contribute to the development of policies, practices and structures of an organisation

- 4.1 Report concerns regarding administrative policies, practices and procedures to supervisor
- 4.2 Report concerns regarding job responsibilities to supervisor
- 4.3 Provide information, ideas and suggestions to supervisor when requested
- 4.4 Participate in staff meetings/working groups, if required

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:

- Organisation mission, philosophy, organisation structure, policies and procedures
- Legislation relevant to organisation and work carried out, including occupational health and safety (OHS) and privacy/confidentiality

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out work within own role, responsibilities and organisation objectives in an effective manner
- Interact in a cooperative manner with both individuals and work groups

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:
 - awareness and understanding of effective teams operation
 - time management and work planning
 - basic negotiation
 - effective communication and interpersonal relationship
 - safe and effective use of relevant information technology in line with OHS guidelines

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.

The contexts for working with others include:

- Full time, part time, casual employee of a government or non government organisation
- Working within a voluntary capacity for an organisation

Working with others will be carried out within requirements established by:

- State and commonwealth legislation
- Organisation policy and procedures
- Relevant program standards

Organisation requirements/constraints may include:

- Time
- Money
- Other resources

Resources may be:

- Pamphlets
- Cleaning equipment
- Office supplies
- Financial assistance for programs

Organisation practices dealing with shortages of resources may include:

- Telling a supervisor
- Ordering more supplies
- Writing submissions or requests for additional resources

Report to supervisors may be:

- Provided in person or by telephone
- Through discussion
- Provided in writing or using workplace forms e.g. Memos, notes
- Email and electronic transfers

Need for additional support may be communicated:

- In writing according to organisation practices
- Conveyed in verbal exchanges
- During meetings

Share information with others may be:

- By note/message/memo
- In person or by phone
- Email and electronic transfers

RANGE STATEMENT

Organisation policies and practices include those relating to:

- Equal employment opportunity
- OHS
- Workplace harassment
- Grievance resolution
- First aid
- Infection control
- Workplace behaviour

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
- Assessment must include working with both individuals and work groups in the organisation/ service and under the normal range of workplace conditions
- This may include the use of languages other than English and alternative communication systems
- Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment, especially testimonials from colleagues

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.

Related units:

This unit should be assessed in conjunction with other compulsory units packaged in a qualification

CHCORG322B

Contribute to implementation of service delivery strategy

Descriptor

This unit describes the knowledge and skills required to ensure own work is carried out according to organisation guidelines and client needs

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Carry out work activities according to *organisation procedures*

2. Contribute to implementation of service delivery

PERFORMANCE CRITERIA

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

- 1.1 Identify and follow responsibilities
 - 1.2 *Report* difficulties in carrying out duties as required
 - 1.3 Obtain *advice* and direction when appropriate
 - 1.4 Contribute to feedback processes as part of organisation improvement
-
- 2.1 Contribute information when the client service is reviewed
 - 2.2 Maintain documentation according to continuous improvement processes
 - 2.3 Operate according to organisation's procedures

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:

- Own role and responsibilities delivery services
- Quality improvement processes of the organisation
- Roles and responsibilities of other workers
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of service delivery methodologies
- Basic knowledge of development processes
- Identification of the main needs of specific client groups
- Different religious, cultural, spiritual, physical and ceremonial perspectives
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
 - alcohol and other drugs (AOD)
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute information and opinions to service delivery strategy

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:
 - Oral communication skills (language competence) required to fulfil organisation procedures
 - . language used may be English or community language
 - Written communication skills required to fulfil organisation procedures
 - . these may vary from writing a few sentences on a work topic to completing forms
 - . literacy competence may be required in English or community language

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.

Organisation procedures may include:

- Plan of care
- Program plan
- Workplace practices
- Care plan
- Code of conduct

Changes in needs and circumstances may include:

- Behaviour
- Physical capabilities
- Financial
- Emotional
- Family support
- Housing

Report may be verbal or written and may be:

- By telephone
- Face-to-face
- Verbal 'handovers' at the end of a shift
- Written:
 - notes
 - memos
 - reports
 - client records

Advice might be sought from appropriate persons who may include:

- Colleagues
- Immediate supervisor
- Registered or enrolled nurse
- General practitioner
- Other health workers
- Administrator
- Relatives

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 is recommended to be assessed in a workplace setting or one that accurately simulates workplace conditions under the normal range of workplace conditions
- Assessment may be gathered over one assessment period

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCORG405C

Maintain an effective work environment

Descriptor

This unit describes the knowledge and skills required to meet individual responsibilities within a work group

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work to achieve identified outcomes

PERFORMANCE CRITERIA

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

- 1.1 Define and agree own work roles and responsibilities with appropriate people
 - 1.2 Develop and implement work plans to ensure:
 - desired outcomes are achieved
 - objectives are met
 - agreed timeframes are met
 - compliance with relevant *guidelines and procedures*
 - contingencies are managed
 - duty of care responsibilities are met
 - ethical practice
 - the work of the organisation is promoted
 - 1.3 Where appropriate to work role, incorporate understanding of relevant legislation and awards into workplace practices and decisions
 - 1.4 Where relevant to work role, provide unpaid workers and others with appropriate training, briefing and supervision
 - 1.5 Where problems arise in meeting work plans, take appropriate action to re-negotiate or seek assistance
-
- 2.1 Use effective communication and interpersonal skills to ensure all workplace interactions contribute to achievement of organisation objectives and promotion of the community services industry
 - 2.2 Demonstrate consideration of the full range of individual and cultural differences in workplace relations
 - 2.3 Deal with any issues related to well being of work colleagues promptly and in accordance with organisation procedures
 - 2.4 Handle potential and actual conflicts in the workplace to minimise disruption

2. Establish and maintain appropriate work relationships

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 3. Facilitate operation of the workgroup | 3.1 Actively participate in all <i>team</i> processes to ensure team objectives are met |
| | 3.2 Ensure individual responsibilities within team are achieved to identified standards and timeframes |
| | 3.3 Appropriately inform individuals for whom you are responsible of workplace performance standards |
| | 3.4 Develop and use range of own skills and knowledge as required to enhance team performance |
| | 3.5 Apply appropriate effort to maximise effective communication and to ensure resolution of issues within the team and conflict |
| 4. Review and develop own performance | 4.1 Regularly monitor own performance against workplans, organisation objectives and client needs |
| | 4.2 Seek out and access opportunities for formal and informal development of skills and knowledge to optimise performance |

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:

- Organisation mission, philosophy, organisation structure, policies and procedures
- Legislation relevant to organisation and work carried out
- Effective team management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective team operation
- Meet legal, legislative and industrial requirements
- Undertake assessment of own training and development
- Manage conflict

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:
 - team building
 - time management and prioritising
 - work planning and evaluation
 - effective communication and interpersonal relationship
 - motivating, directing and facilitating a work team or group
- Utilise relevant information technology and workplace equipment effectively in line with occupational health and safety (OHS) guidelines

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.

Team includes:

- Formal and informal arrangements
- Workgroups including members from outside the organisation

The context for creating, maintaining and enhancing productive working relationships includes with:

- Clients
- Significant others
- Unpaid workers
- Staff for whom worker is responsible
- Peers
- Supervisors

Guidelines and procedures include:

- Occupational health and safety
- Equal employment opportunity
- Harassment
- First aid
- Grievance management
- Infection control
- Workplace behaviours

Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:

- State and commonwealth legislation
- Organisation policy, procedures and standards

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment may be conducted over one or more occasions

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG406A

Supervise work

Descriptor

This unit describes the skills and knowledge required of a worker with responsibility for supervising the work of workers who are part of a team/workgroup or working alone

It includes induction of new staff, planning work, monitoring performance and supporting workers to manage their workload

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts and may involve supervision of work undertaken within an organisation by staff or contract workers

Work to be supervised may be undertaken in a range of locations including 'in-house', in other venues or agencies and/or in clients' homes

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Induct and orient staff

PERFORMANCE CRITERIA

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

- 1.1 Establish and maintain working relationship with workers
- 1.2 Provide new workers with information about the organisation, *team/workgroup* and their work roles and responsibilities
- 1.3 Provide workers with access to resources, support and networks required in their role
- 1.4 Ensure new workers have a job description and *work plan*
- 1.5 Provide new workers with information about available skills development options if required

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. Terms in italics are elaborated in the Range Statement.
2. Clarify and review work plan with worker and/or team / workgroup	<p>2.1 Discuss and clarify implications, expectations and potential issues arising from work plan from the perspective of the worker, the organisation and, where appropriate, clients</p> <p>2.2 Consult with individual worker and associated workgroup where appropriate and clarify how work plan is to be implemented to address identified objectives in accordance with <i>organisation values, standards and guidelines</i> and specific work role requirements</p> <p>2.3 Review work plan regularly in discussion with worker and workgroup, where appropriate</p> <p>2.4 Discuss work role, functions and issues and adjust work plan if necessary</p>
3. <i>Monitor performance</i> in consultation with worker	<p>3.1 Identify, agree and document performance goals</p> <p>3.2 Regularly review worker's performance against agreed criteria/expectations in line with organisation guidelines</p> <p>3.3 Provide feedback to worker on performance and discuss</p> <p>3.4 Identify short and longer term skills and knowledge development needs or preferences in consultation with worker</p> <p>3.5 Develop and document individual training and development plans in consultation with worker</p> <p>3.6 Develop strategies and provide support for ongoing development of worker and/or workgroup</p>

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

4. Support workers in their work role

- 4.1 Discuss work load and other work-related issues with workers on a regular basis
- 4.2 Explore and implement support mechanisms to address issues in line with individual, workgroup and organisation requirements
- 4.3 Support workers and workgroup to identify and resolve work-related issues
- 4.4 Support workers to establish and maintain effective relationships with colleagues, clients, communities and other service providers in line with requirements of their work role
- 4.5 Identify areas of tension or conflict in relationships and take steps to address contributing factors and issues
- 4.6 Provide coaching as required to develop and enhance workers' skills and knowledge in line with work role requirements

5. Provide leadership to the team

- 5.1 Assist team to identify and work towards goals and objectives in line with organisation's values and directions
- 5.2 Provide support and encouragement to the team and take steps to maintain or improve cooperation and cohesiveness
- 5.3 Identify barriers to team effectiveness and potential causes or factors contributing to those barriers
- 5.4 Put in place *strategies to enhance team effectiveness* by addressing identified barriers

6. Assist workers to plan career paths

- 6.1 Discuss worker's career options and preferences
- 6.2 Identify opportunities for career progression or development
- 6.3 Identify training and development needs in line with individual preferences and organisation requirements
- 6.4 Develop and document an individual training and development plan to reflect individual and organisation requirements
- 6.5 Assist workers to develop their skills and knowledge in line with individual and organisation guidelines

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:

- Organisation mission, philosophy, organisation structure, policies and procedures and relevant organisation guidelines, especially human resource management policies
- Legislation relevant to organisation and work carried out
- Workplace employment awards or agreements and work conditions
- Union documents/ guidelines/ policies and relevant unions and contacts
- Strategies and available resources to meet staff development needs
- Networking and information exchange processes
- Available workplace support mechanisms
- Industrial relations – principles and current issues
- Level of underpinning knowledge as required by individual being supervised
- Effective team management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support effective team processes and work functions
- Address legal, legislative and industrial requirements
- Monitor work performance and provide support to individual workers and workgroups
- Manage work-related issues

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:
 - team building
 - time management and prioritising
 - work planning and evaluation
 - effective communication and interpersonal relationships
 - oral and/or written report writing, as required to fulfil job requirements
 - networking
 - negotiation
 - communication
 - area of skill to the level required by individual being supervised
- Utilise relevant information technology and workplace equipment effectively in line with occupational health and safety (OHS) guidelines

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.

Teams/workgroup may include:

- Formal and informal arrangements
- Workgroups including members from outside the organisation

Organisation values, standards and guidelines may relate to:

- Specific values, standards and approaches relevant to work role
- Person-centred approach
- Community development
- Duty of care
- Service delivery standards
- OHS
- Equal employment opportunity
- Harassment
- First aid
- Grievance management
- Workplace behaviours

Work plan may be operational or strategic and may include:

- Specific plans for implementing identified work arrangements
- Organisation standards relating to service delivery or outcomes specific to work role
- Resources required
- Training plans to develop required knowledge and skills
- Timeframe for achieving outcomes

Monitor performance will take into account:

- Discussions between worker and supervisor
- Review of the individual work plan
- Review of and discussion about factors that have affected the individual work plan
- Identified training and development needs

Strategies to enhance team effectiveness may include:

- Review of systems, equipment or work practices
- Review of policies or procedures
- Review of roster arrangements or associated work condition

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment may be conducted over one or more occasions

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG423A

Maintain quality service delivery

Descriptor

This unit describes the knowledge and skills required to perform work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Demonstrate commitment to the delivery of high quality services to clients

2. Develop and implement a framework for quality service delivery

3. Monitor and review *service delivery*

PERFORMANCE CRITERIA

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

- 1.1 Demonstrate consideration and understanding of the *context*, models of service delivery, *underpinning values and philosophy of the sector* in all work undertaken
- 1.2 Ensure all work undertaken is consistent with relevant *current policies and legislative requirements*
- 1.3 Demonstrate understanding of the *issues* facing clients and their carers in all work
- 1.4 Demonstrate *commitment to access and equity principles* in all work in the sector
- 2.1 Devise strategies to ensure delivery of high quality services which continue to reflect best practice
- 2.2 Establish and implement *protocols* and procedures to manage service delivery and reflect best practice work in community services industry
- 2.3 Identify and address *barriers* in the organisation that impact on delivery of high quality service
- 2.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client *needs*
- 3.1 Monitor implementation of *strategies* to evaluate delivery of services
- 3.2 Review service delivery and revise procedures as required to reflect best practice work
- 3.3 Ensure staff receive necessary competency development to support delivery of current best practice, address relevant legislative changes and respond appropriately to changing client needs

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:

- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of confidentiality
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm
- Organisation policies, practices and programs relating to the work role
- Organisation occupational health and safety policies and procedures
- Organisation philosophy and guidelines
- Rights and responsibilities of the client
- Understanding of stereotypes of client groups
- Awareness of own attitudes to client groups
- Awareness of discriminatory actions
- Common health problems of the clients and their effects
- Common risks to safety
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care)

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- Provide and support a high quality of care for clients
- Uphold and support the rights and interests of clients in the workplace

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:
 - interpersonal communication with clients and other stakeholders:
 - . communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/ service
 - . language used may be English or a community language, depending on the client group
 - literacy and numeracy competence required to fulfil organisation reporting requirements and according to the literacy support available in the workplace:
 - . literacy support may include the use of dictionaries, explanations of medical terminology
 - program development, review and revision
 - counselling
 - resource management and financial accountability
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing approaches to working with clients
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context e.g. government policies and initiatives affecting clients
- Economic context e.g. the current economic situation as it relates to and affects clients and the subsequent impact on client needs

The underpinning values and philosophy of the sector may include:

- A holistic and client / consumer-centred approach
- Community education
- Promotion of mental health and well being
- Early intervention
- Targeting of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

Current policies and legislative requirements include:

- Corporations Law
- Disability Discrimination Act
- Equal Employment Opportunity principles
- Freedom of Information Act
- Guardianship Act
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Pharmacy Act
- Poisons Act
- Privacy Act
- Residential Aged Care Service Standards
- Aged Care Act 1997
- Case Management Society of Australia national standards
- Others

RANGE STATEMENT

Issues may include:

- Access to community resources
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Need for support and care
- Development

A commitment to access and equity principles includes:

- Creation of a client oriented culture
- A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Rights include principles expressed in:

- Charters of rights
- Outcomes standards documents
- General human rights
- Freedom from discrimination
- Freedom of information
- Outcomes standards
- Service standards

Rights may be detailed in:

- Resident handbooks
- Mission statements
- Legislation
- Industry and organisation service standards

Rights may include:

- Privacy
- Confidentiality
- Common law
- To be treated in a dignified, safe and comfortable manner
- To express own feelings
- Freedom of association
- Choice to participate
- Access to complaint mechanisms

RANGE STATEMENT

Needs may include:

- Personal
- Security
- Safety
- Financial
- Accommodation
- Social
- Recreational
- Physical comfort

Service delivery may include:

- Care and support
- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Unpaid work

Strategies may include those to address:

- Management systems, staffing and organisation development
- Health and personal care of the client
- Client lifestyle
- Physical environment and safety systems
- Accreditation
- Service standards
- Continuous improvement
- Visitors

Protocols may include:

- Communication with clients
- Assessment of client needs
- Collection, recording and reporting of information
- Processes for decision-making for consideration of client needs

RANGE STATEMENT

Barriers may include:

- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Client service strategies
- Social, cultural and religious
- Physical
- Economic

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
- Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCORG428A

Reflect on and improve own professional practice

Descriptor

This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Reflect on own practice
 - 1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers
 - 1.2 Demonstrate understanding of own limitations in self awareness, self management, social awareness, relationship management
 - 1.3 Provide and receive open and evaluative feedback to and from co-workers
 - 1.4 Actively seek feedback and accept it non-defensively

2. Ensure continuing self-support and supervision
 - 2.1 Identify a range of support networks both within and outside the organisation
 - 2.2 Seek *specialist advice/further training* where need is identified
 - 2.3 Observe agency guidelines in relation to professional development
 - 2.4 Undertake an appraisal of current industry developments and apply these to improve practice
 - 2.5 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge
 - 2.6 Evaluate current and likely future needs and take action to keep abreast of evolving trends

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Operate within an agreed code of ethics or practice

PERFORMANCE CRITERIA

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

- 3.1 Assess own practice against identified agency objectives or code of ethics, using a range of valid evidence
- 3.2 Recognise the effect of values, beliefs and behaviour in work with clients
- 3.3 Establish realistic goals and targets for self development
- 3.4 Adhere to legal parameters relevant to practitioner's profession where this is a requirement of employment

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 and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
 - personal goal setting
 - measuring performance
 - time management
 - identifying personal behaviour, self awareness, personality traits
 - establishing a personal development plan
- Agency's policies, plans and procedures
- Types of work methods and practices which can improve personal performance
- Types of learning style/s and how they relate to the individual
- Personal development opportunities and options
- Functions of supervision – educative, administrative and supportive

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Work with an awareness and sensitivity to conflict, culture and context
- Apply skills in negotiation, communication and decision-making
- Demonstrate understanding and implementation of relevant procedures
- Demonstrate ongoing reflection on and development of personal capability to meet professional standards, in particular to:
 - actively seek professional development opportunities
 - seek and reflect upon feedback
 - seek opportunities for supervision / mentoring
 - identify and participate in personal development
 - integrate learning into improved 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:

- Work to increase social justice and to identify and respond to inequality and discrimination
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and taking them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Manage or seek support to manage complex ethical issues, dilemmas
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Demonstrate application of:
 - functional literacy skills to interpret written and oral information about workplace requirements
 - communication skills including receiving and analysing feedback and reporting

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.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively.

Setting:

- Employees may work independently or within an agency setting.

Self-evaluation includes:

- Journal documentation and structured discussion and supervision with others.

Specialist advice / further training may include:

- Accessing on the job mentoring / professional supervision or through peer work or training

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
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent 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
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

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
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

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.

Method of assessment:

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- 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
- Review of any documentation produced by the candidate related to self development

CHCORG501A

Facilitate workplace change and innovation

Descriptor

This unit describes the knowledge and skills required to facilitate change and innovation as a basis for achievement of organisation and strategic objectives

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Support staff to identify areas for *workplace change*

PERFORMANCE CRITERIA

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

- 1.1 Implement ongoing continuous improvement processes to review relevance and effectiveness of workplace processes and systems
- 1.2 Identify potential for change in order to more effectively achieve organisation's objectives and contribute to meeting client and stakeholder needs
- 1.3 Work collaboratively with staff to foster innovation and generate ideas for improved processes, practices and/or systems
- 1.4 Acknowledge staff contributions and provide *support* and guidance to build on and enhance ideas in positive and beneficial ways
- 1.5 Review and discuss potential outcomes of identified changes and their alignment with client needs and issues and with organisation's values, philosophy and strategic objectives
- 1.6 Identify and discuss potential barriers to change and determine strategies to address identified challenges during the change implementation process

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 2. Facilitate implementation of change in the workplace | 2.1 Consult and negotiate with relevant stakeholders to facilitate understanding of and agreement with planned changes being implemented |
| | 2.2 Undertake risk assessment prior to implementing change and communicate risks to involved stakeholders |
| | 2.3 Ensure staff have a clear understanding of the purpose and nature of changes being implemented and implications specific to their work practices |
| | 2.4 Provide support as required to facilitate implementation of agreed changes |
| | 2.5 Address barriers and challenges to changes as required and in consultation with relevant stakeholders |
| | 2.6 Demonstrate acceptance of failure in trials of ideas or changes and focus on resolving issues and minimising impacts on clients and risk and cost to the organisation |
| 3. Review the impacts of change and innovation in the workplace | 3.1 Put in place processes to enable ongoing review of outcomes of change against expectations and previous outcomes or performance |
| | 3.2 Ensure prompt action is taken to address issues where changes have a negative impact |
| | 3.3 Identify and implement measures, where required, to enhance the implementation of change |
| | 3.4 Acknowledge, reinforce and promote the benefits of effective changes achieved |

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:

- A range of approaches to planning and management of workplace change and innovation
- Consultation and collaboration mechanisms appropriate to the workplace
- Relevant government policies and systems
- Principles and practices of change management theory
- Scope and outcomes of the workplace
- Funding/income strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement organisation continuous improvement policies and procedures
- Consult and work collaboratively with staff to plan and implement change and innovation
- Identify and address barriers to change in the workplace
- Support and guide effective change in the workplace, including celebration of success and acceptance of failure
- Review and adjust implementation of change

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:
 - continuous improvement principles and practices
 - literacy
 - communication and negotiating with relevant decision-makers and stakeholders associated with change
 - community consultation
 - planning and review processes
 - coordinating a complex range of issues and relationships
 - analysis
 - leadership and motivation
 - service quality maintenance
 - cost management
 - effective and safe facilitation of workplace change

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.

Workplace change may relate to:

- Nature and focus of service, programs and activities
- Service users/funding providers
- Staff requirements
- Workplace processes, practices and systems
- Management decision-making processes
- Use and availability of resources
- Levels and sources of funding
- Technological changes
- Workplace policies and approaches
- Community expectations

Support may include:

- Organisation resources
- Professional guidance
- Training or related skills and knowledge development
- Emotional support

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 is most appropriately assessed in the workplace under the normal range of workplace conditions
- It is recommended that assessment take place on more than one occasion or evidence gathered that provides evidence of competence over a period of time

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 of this unit include access to an appropriate workplace where assessment can be conducted

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG502A

Work autonomously

Descriptor

This unit describes the knowledge and skills required to work as a member of a team or as an individual for periods of time without direct supervision and for coaching and mentoring colleagues

Employability Skills

This unit contains Employability Skills

Application

This unit may be applied across a range of areas of work in the community sector

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Undertake work *activities*

PERFORMANCE CRITERIA

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

- 1.1 Identify and address *work requirements* within own role and area of responsibility
- 1.2 Demonstrate understanding of instructions and directions, clarify where necessary, and implement appropriately
- 1.3 Undertake responsibilities and duties consistent with decisions made by the team, instructions given by management and agreed policies and procedures
- 1.4 Maintain communication with team leader advising of progress of task/activity
- 1.5 Modify tasks or performance if required in line with approved procedures and, if possible, agreed in advance with the appropriate person
- 1.6 Determine needs for additional support and communicate clearly and in a suitable format to management or appropriate person
- 1.7 Provide reports about progress and completion of work clearly in a form and at times and frequencies as agreed
- 1.8 Share information about own area of work and responsibility with *colleagues* in a way which helps them to carry out their own work and to put agreed plans into action
- 1.9 Ensure sharing of information complies with agreed boundaries of confidentiality
- 1.10 Maintain personal safety and safety of others
- 1.11 Communicate to team leader any legal requirements and/or ramifications of activities

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. Terms in italics are elaborated in the Range Statement.

2. Accept responsibilities

- 2.1 Accept responsibilities according to organisation's policy and procedures
- 2.2 Ensure team leader is appraised of outcome/s of tasks or activities in line with agreed guidelines
- 2.3 Ensure any activity that exceeds the scope of the defined task is referred to the team leader

3. Set performance requirements

- 3.1 Set performance requirements based on objectives and goals
- 3.2 Ensure *performance requirements* are agreed with team leader

4. Maintain team performance

- 4.1 Monitor individual performance against defined *performance requirements* and take appropriate action to maintain performance if required
- 4.2 Monitor performance of others and take appropriate action through coaching and mentoring to ensure objectives and goals are met
- 4.3 Respond to unsatisfactory practice of colleagues in a manner that balances organisation needs and goals with consideration for the individual
- 4.4 Provide team leader with feedback, positive support and clear accurate advice
- 4.5 Refer *performance issues* which cannot be rectified or addressed to *appropriate personnel* according to organisation policy
- 4.6 Advise team leader of any changes in priorities or tasks
- 4.7 Complete all *required documentation* relevant to performance

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. Terms in italics are elaborated in the Range Statement.
5. Act as a team leader as required	<p>5.1 Identify <i>work requirements</i> and present to team members</p> <p>5.2 Communicate instructions and directions to team members clearly and unambiguously</p> <p>5.3 Recognise, discuss and deal with team members' concerns and queries</p> <p>5.4 Adhere to equal opportunities codes of practice and respond to cultural and religious beliefs and practices of colleagues in a way that demonstrates that diversity is valued and that discrimination and prejudice will be challenged</p> <p>5.5 Communicate any legal requirements and/or ramifications of team activities to team members</p> <p>5.6 Allocate duties, rosters and responsibilities to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation policy and procedures</p> <p>5.7 Make comments and give constructive criticism to colleagues in a manner which identifies their good practice and reinforces their self confidence</p> <p>5.8 Use opportunities to communicate informally with colleagues as far as possible within the time constraints of the work environment to develop shared attitudes and to extend relationships</p> <p>5.9 If colleagues experience discrimination, offer support that helps them assert their individual rights and sustain their confidence and self-esteem</p>
6. Contribute to team <i>meetings</i>	<p>6.1 Undertake adequate meeting preparation to enable the supply of suitable information and effective contribution to discussion</p> <p>6.2 Participate in meetings, planning and decision-making consistent with own role and the role of other members of the team</p> <p>6.3 Ensure information given and views expressed to those outside the team are consistent with the decisions of the team</p> <p>6.4 Manage any decisions made which <i>conflict</i> with own viewpoint in a manner which is likely to promote the aims of the team and organisation</p>

ELEMENT

Elements define the essential outcomes of a unit of competency.

7. Respond to stress and conflict in the team

PERFORMANCE CRITERIA

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

- 7.1 Respond to indications that colleagues are stressed or need support in a manner that encourages them to share their concerns and difficulties
- 7.2 Ensure any offers made in a work context to help colleagues alleviate stress or develop support are within own area of responsibility and competence
- 7.3 Share information to help colleagues identify sources of support or expertise and further training opportunities, if it can potentially enhance their competence and ability to cope
- 7.4 Respond to conflict with colleagues or between colleagues in a manner that does not disrupt the work of the organisation
- 7.5 Promptly refer to an appropriate person if conflict cannot readily be resolved
- 7.6 Respond to solutions proposed to reduce conflict in a way that demonstrates willingness to compromise and to amend practices in a flexible and positive manner in the interests of the effective working of the organisation
- 7.7 Where there is evidence of prejudice and/or discrimination on the part of a team member, challenge behaviour in a manner likely to bring about change
- 7.8 Offer support to colleagues in conflict with others consistent with organisation requirements and procedures, and in a manner that balances needs of the individual colleague with the maintenance of quality of the organisation

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:

- Legal requirements and ramifications of team activities
- Organisation's policy relevant to hours of work and work allocation
- Procedures and methods of setting performance expectations
- Organisation's policy for referring performance issues
- Organisation's requirements for documenting team performance and activities
- Team members duties and responsibilities
- Method of monitoring performance
- Knowledge of current principles and practices required to work in a team
- Follow defined occupational health and safety (OHS) policies and procedures

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate performance expectations
- Provide feedback and assistance to team members in the work environment
- Perform and allocate work duties
- Identify the roles and areas of responsibilities of self and other team members and clearly and accurately communicate these
- Identify support systems within the organisation and the sources of information about support within the wider community
- Identify sources of information about training
- Apply organisation procedures for dealing with conflict
- Apply knowledge of:
 - group dynamics
 - the organisation's structure, role and policies
 - current practice and objectives of the organisation
 - equal opportunities codes of practices of the organisation
 - acknowledged good practice and legal obligations
 - rules of confidentiality of the setting
 - meeting procedures and decision-making processes

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:

- Communicate instructions and directions
- Represent issues to management
- Complete a range of documentation
- Encourage team members
- Undertake informal performance counselling
- Apply team building skills

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.

- Activities may include:*
- Non operational activities (tasks, projects, preparing documentation)
 - Operational activities (responding to emergencies and non-emergency operations including sport and recreation events, public relations activities, special events and activities)
- Appropriate personnel may include:*
- Manager
 - Human resource personnel
 - Team leader
 - Supervisor
- Colleagues may include:*
- Experienced colleagues
 - New or inexperienced colleagues
 - Work experience students/trainees
- Conflict may be:*
- Between the learner and a colleague or colleagues
 - Between two or more colleagues
- Meetings may include:*
- Regular full meetings of the team
 - Special meetings related to specific tasks
 - Meetings of part of the team only
- Performance issues may include:*
- OHS
 - Hours of work details
 - Concerns about ability to complete work
 - Inadequate resources
- Performance requirements include:*
- Goals
 - Objectives
 - Plans
 - Standards

RANGE STATEMENT

Required documentation may include:

- Forms
- Proformas
- Incident reports
- Rosters
- Timesheets
- Written reports
- Logs

Work requirements may include:

- Tasks
- Projects
- Activities
- Timelines
- Other personnel involved
- Equipment to be used

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
- Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment

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
- Resources required for assessment include access to:
 - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
 - human resources consistent with the range of workplace variables

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.

Method of assessment:

- Observation in the workplace
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

CHCORG506C

Coordinate the work environment

Descriptor

This unit describes the knowledge and skills required to undertake supervisory and coordinating activities in work groups in community service organisations

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Contribute to and promote effective work practices

PERFORMANCE CRITERIA

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

- 1.1 Routinely identify and implement effective ways of working to sustain ongoing health and morale
- 1.2 Develop and implement work plans to ensure:
 - client needs are addressed
 - desired outcomes are achieved
 - objectives are met
 - agreed timeframes are met
 - compliance with relevant guidelines and procedures
 - contingencies are managed
 - duty of care responsibilities are met
 - ethical and non discriminatory practices
 - the work of the organisation is promoted
- 1.3 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints
- 1.4 Where relevant to work role, implement effective measures to ensure new and existing staff:
 - are fully informed of what is expected of them
 - are provided with appropriate orientation, induction and development opportunities
 - contribute to ongoing review of workplace practices
 - have written workplans which are regularly reviewed
- 1.5 Make every effort to implement processes and practices that promote cooperative work practices and maintain positive relationships with staff and management
- 1.6 Take responsibility for own behaviour and identify and implement ways to develop effective working relationships

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

2. Promote effective workplace relations

- 2.1 Model and promote effective communication in the workplace, including open discussion and active listening
- 2.2 Identify potential and actual conflict situations, and develop and implement appropriate strategies to deal with these, to minimise effects on the workplace and address rights and responsibilities of all parties
- 2.3 Throughout conflict resolution processes, ensure access to appropriate support, mediation, facilitation and debriefing for parties within organisation constraints
- 2.4 Make every effort to resolve issues which may disrupt work unit activities

3. Facilitate work group activities

- 3.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members
- 3.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action
- 3.3 Provide feedback in a supportive manner appropriate to individuals and the group

4. Develop and implement staffing processes as required

- 4.1 Maintain confidentiality in relation to staff processes according to organisation policy and to protect individuals
- 4.2 Plan appropriately to identify areas of need and develop proposals to address them, including arranging resourcing and staffing
- 4.3 Participate in recruitment processes as required
- 4.4 If staff performance is unsatisfactory, provide counselling and support to improve performance
- 4.5 Address staff performance issues as required in accordance with organisation's procedures
- 4.6 Encourage and facilitate staff access to appropriate training to enable the achievement of outcomes in the workplace and organisation

ELEMENT

Elements define the essential outcomes of a unit of competency.

5. Advocate for workplace health and safety and fair employment practices

PERFORMANCE CRITERIA

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

- 5.1 Make staff and management aware of Commonwealth and State legislation and organisation guidelines relating to occupational health and safety (OHS), equal employment opportunities and anti-discrimination in the workplace and promote and model compliant practices
- 5.2 Negotiate, develop and implement work practices within the above legislative and organisation guidelines
- 5.3 Document and communicate individual workers rights and obligations in a manner and language that can be clearly understood by relevant parties
- 5.4 Where there are breaches of relevant workplace legislation, take timely and appropriate action according to level of responsibility in the organisation

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:

- Organisation mission, philosophy, organisation structure, policies and procedures
- Legislation relevant to organisation and work carried out
- Effective team management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop effective working relationships with all staff
- Use positive communication with all staff
- Establish effective procedures to maximise staff work performance

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:
 - effective workplace communication
 - organisation policies and procedures
 - relevant industrial relations conditions, requirements and awards
 - broad implications of relevant legislation
 - legal, health and safety requirements as they relate to the organisation
 - computer hardware and software technology, as required by the workplace
 - recruitment techniques
 - basic contract management
- Coordinate the use of relevant information technology effectively in line with OHS guidelines

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.

Staffing requirements may cover the following staff:

- Permanent/casual
- Temporary/contract
- Paid/unpaid
- Full time/part time
- Trainees
- Secondments and work exchanges

Staffing proposals will include:

- Salary conditions
- Terms of engagement
- Hours of work
- Resources costs, equipment, office space, furniture, travel
- Implications for the organisation
- Outcomes and performance requirements
- Skills, education, experience
- Delegations, accountability
- Team members
- Supervision

Organisation policies and procedures will relate to:

- Administrative processes
- Management and decision-making processes
- Recruitment and employment practices
- Grievance, complaints and discipline processes
- OHS
- Accounting of income and expenditure
- Employment conditions
- Recruitment and termination practices
- Use of equipment and venue
- Training and development practices
- Career development and progression
- Contracts
- Accountability
- Induction
- Monitoring
- Rosters
- Case Management Society of Australia national standards

RANGE STATEMENT

Management may be by:

- Voluntary community management committee
- Board of management
- Collective
- Government program or unit director
- Project management committee

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
- It is recommended that this unit be principally assessed in the workplace

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 of this unit include access to an appropriate workplace where assessment can be conducted

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation

CHCORG525C

Recruit and coordinate volunteers

Descriptor

This unit describes the knowledge and skills required to develop and support volunteer workers in an agency

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify the need and roles for *volunteers* in the organisation

2. Recruit volunteers

3. Provide orientation to the organisation

4. On-going support of volunteers is provided

PERFORMANCE CRITERIA

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

- 1.1 Identify potential *roles for volunteers*

- 1.2 Discuss roles and reach agreement with management

- 1.3 Develop role descriptions

- 1.4 Identify processes to support volunteers

- 2.1 Seek volunteers through advertising in relevant media and community networks

- 2.2 Arrange and complete interviews with potential volunteers

- 2.3 Make selections and advise management

- 2.4 Advise successful volunteers of their selection

- 2.5 Where necessary, maintain a waiting list of appropriate applicants

- 2.6 Implement an on-going recruitment program as required

- 3.1 Provide volunteers with an orientation to the organisation

- 3.2 Provide training for specific role in a manner appropriate to organisation needs and resources

- 4.1 Establish regular meetings of volunteers

- 4.2 Regularly review roles and performance

- 4.3 Provide individual support and debriefing when necessary

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:

- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
- The implications of differences in attitudes and values in working in the agency
- Relevant legislation and public policies relating to the employment of unpaid workers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake volunteer recruitment and coordination to meet both the needs of the organisation and support requirements for volunteer roles

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:
 - coordination of people, processes and information
 - provision of support to a diverse range of people
 - conflict resolution/negotiation and mediation
 - cross cultural communication and negotiation
 - verbal and written communication

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.

Volunteers may include:

- Unpaid workers who are in paid employment elsewhere
- Unpaid workers who are not in paid employment

Roles for volunteers may include:

- Agency management
- Direct service including reception, telephone advice lines, service user support

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 can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community
- Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace

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 of this unit include access to:
 - an appropriate workplace or community where assessment can take place
 - simulation of realistic workplace or community setting for assessment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCORG529B

Provide coaching and motivation

Descriptor

This unit describes the knowledge and skills required to provide on-the-job coaching to clients or colleagues

Employability Skills

This unit contains Employability Skills

Application

This unit reflects the situation in many community services workplaces where 'buddy' systems and on job coaching are extremely common

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Prepare for on job coaching
 - 1.1 Identify the need for coaching based on a range of *factors*
 - 1.2 Identify individual coaching needs through discussion with client or colleague to be coached
 - 1.3 Where appropriate, organise with client or colleague a specific time and place for coaching in accordance with organisation policy
 - 1.4 Identify specific coaching needs through observation and evaluation of specific on-the-job procedures

2. Coach on the job
 - 2.1 Explain to the colleague the overall purpose of coaching
 - 2.2 Explain and demonstrate specific *skills to be coached*
 - 2.3 Communicate clearly any *essential knowledge required*
 - 2.4 Check the client/colleague's understanding
 - 2.5 Provide opportunity for client/colleague to practise the skill and ask questions
 - 2.6 Provide feedback in a constructive and supportive manner

3. Follow up coaching
 - 3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required
 - 3.2 Report progress to appropriate person as required
 - 3.3 Identify *performance problems or difficulties* with the coaching and rectify them or refer them to the appropriate person for follow up

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:

- Knowledge of basic training principles
- Basic principles of coaching and adult learning principles (e.g. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- Coaching session procedures including planning, conducting and reviewing session
- Planning procedures for staff practice opportunities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide supportive on job coaching with constructive and supportive feedback
- Demonstrate clarity in communication
- Demonstrate knowledge of basic training principles
- Provide non-judgemental education or client contact
- Demonstrate understanding of and ability to monitor own attitudes and values

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 competency in the skill being coached
- Create a positive learning environment
- Develop, implement and evaluate coaching programs to achieve identified competency outcomes
- Work with cultural and linguistic diversity
- Analyse relevant technical or service processes
- Appreciate the impact of disability on work skills or abilities
- Demonstrate effective communication and consultation with clients, colleagues and workplace personnel, specifically in:
 - effective use of questioning techniques
 - clarity in oral communication

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.

Factors which could influence the decision whether or not to conduct coaching may include:

- Request for coaching from client, colleague or workplace personnel
- Own observation and workplace experience
- Direction from other colleagues
- Consent for coaching gained from client/colleague

Coaching sessions could be conducted in a range of contexts including:

- On-the-job during work hours
- Before or after work
- In a simulated location away from the actual workplace

Skills to be coached are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:

- Client/customer service skills
- Technical or practical skills such as operating equipment or completing documentation
- Selling or promoting products and services
- Job seeking and interview skills
- Project management skills

Essential knowledge required to carry out tasks or undertake skills effectively such as:

- Knowledge of products or services
- Principles underpinning skills such as communication
- Reasons for undertaking various tasks
- Legislative or occupational health and safety requirements

Performance problems or difficulties may be due to

- Shyness or lack of confidence
- Breakdown in communication
- Language or cultural barriers
- Insufficient opportunity to practise
- Inappropriate circumstances for coaching
- Inadequate modification to match client's learning style or needs

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
- Assessment must ensure:
 - project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and materials
 - for generic pre-employment training and assessment, a range of industry contexts must be addressed
 - where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs

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

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.

Method of assessment:

- Assessment methods must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts
- Methods must include assessment of knowledge as well as assessment of practical skills
- The following examples are appropriate for this unit:
 - direct observation of the candidate coaching a colleague in a required work skill
 - role plays in which the candidate demonstrates training and coaching techniques, or communication skills such as questioning and providing feedback
 - questions about training principles
 - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

CHCORG605A

Manage human resources in a community sector organisation

Descriptor

This unit describes the knowledge and skill required to undertake the management of people within an organisation

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community work contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Manage staff recruitment

PERFORMANCE CRITERIA

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

1.1 Analyse and prioritise human resource needs for organisation involved in community work and/or services

1.2 Implement *recruitment processes* in line with organisation needs, resources and relevant legislation

1.3 Screen applications and conduct interviews to select appropriate applicants against identified criteria

1.4 Provide induction and initiate performance planning in line with requirements of organisation and work role

2. Manage staff development

2.1 Establish systems and policies to support development of human resources to address issues in organisation development, change management, workforce planning and career management

2.2 Analyse organisation and staff needs and resources as a basis for identifying staff development priorities and strategies

2.3 Use benchmarking, strategic networking and research processes to anticipate ongoing staff development needs

2.4 Establish and maintain strategic networks with similar and associated organisations

2.5 Establish and maintain partnership arrangements with relevant providers of learning and development programs

2.6 Monitor social, political and economic trends or events which may impact the organisation's development strategies and respond appropriately

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Manage <i>human resource issues</i> in a community services workplace | 3.1 Manage financial and payroll issues relating to recruitment |
| | 3.2 Manage financial and payroll issues relating to staff development |
| | 3.3 Manage industrial relations issues in line with organisation's policies and procedures and legislative / regulatory requirements |
| | 3.4 Address stress management as an ongoing issue in the community services workplace |
| | 3.5 Manage contract work in the community services environment |
| | 3.6 Manage complex work groups and teams, including multi-disciplinary, multi-organisation and government/non-government combinations |
| 4. Manage the workforce strategy | 4.1 Identify current capabilities and skill set within the workforce |
| | 4.2 Develop strategy to address gaps and desired future state of workforce |
| | 4.3 Guide staff development processes to address identified workforce development strategies and succession planning needs |
| | 4.4 Develop and implement projects to address gaps and desired future state of workforce |

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:

- Models of good practice in human resource management
- Workforce development issues, trends and practices especially in the community services industry
- Organisation policies, procedures and principles in relation to human resource recruitment, development and management
- Strategic goals of the organisation and their implications for current and ongoing human resource requirements
- Human resource strategy and planning
- Equal employment opportunity, equity and diversity principles
- Jurisdictional legislation applying to human resources including occupational health and safety (OHS) and environment

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and implement organisation policies and procedures in human resource management
- Analyse human resource requirements for a community services organisation
- Undertake staff recruitment, selection and induction to address identified needs in a community services organisation
- Use benchmarking, strategic networking and research processes to anticipate ongoing staff development needs
- Establish and maintain strategic networks
- Establish and maintain partnership arrangements with relevant providers of learning and development programs
- Monitor social, political and economic trends or events which may impact the organisation's development strategies and respond appropriately
- Manage human resource issues in a community services workplace
- Address industrial relations issues

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:

- Form and maintain relationships with staff and other stakeholders
- Explain complex ideas to different audiences and interpret and explain complex, formal documents and assisting others to apply them in the workplace
- Prepare written strategies requiring reasoning and precision of expression
- Apply OHS and environmental requirements in the context of human resource development
- Demonstrate application of high level skills in:
 - communication
 - reporting and record-keeping
 - dealing with diverse and/or specific cultural groups
 - liaison and networking

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.

Recruitment processes include:

- Needs identification
- Developing selection criteria and processes
- Developing and implementing strategies for sourcing appropriate candidates
- Screening and reviewing applications
- Interviewing candidates
- Following up referees

Human resource issues may include:

- Performance management issues
- Financial and payroll issues
- Industrial relations issues
- Grievance issues
- Stress management issues
- Management of contract work
- Management of complex work groups, such as:
 - multi-disciplinary work teams
 - multi-organisation work combinations
 - government/non-government combinations
- Complaints about workers

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

CHCORG607C

Manage workplace issues

Descriptor

This unit describes the knowledge and skills required to implement appropriate people management processes and structures to maximise work outcomes

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Manage staff planning and recruitment

PERFORMANCE CRITERIA

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

1.1 Assess staffing requirements and implement recommendations in the *context* of available resources and organisation priorities

1.2 Develop job specifications and position responsibilities through appropriate consultation and agreement

1.3 Recruit staff as required using timely and appropriate processes and providing all relevant documentation as required by the organisation

2. Manage work allocation

2.1 Ensure work allocation optimises use of resources and existing competencies of staff

2.2 Clearly define, agree and communicate team and individual responsibilities and authority

2.3 Provide workers with appropriate access to, and supervision by, people best able to satisfy their agreed work and development needs

2.4 Where work allocations prove unrealistic or organisation demands change, make adjustments to minimise impact on resources and client service delivery

2.5 Put in place mechanisms to continually evaluate and improve work practices

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Evaluate workgroup effectiveness | <p>3.1 Provide constructive feedback in an appropriate way to maximise personal and organisation effectiveness and includes:</p> <ul style="list-style-type: none">- recognising performance and achievement and encouraging self assessment- keeping details of feedback sessions in line with organisation guidelines- encouraging individuals to take responsibility for their own decisions and actions <p>3.2 Ensure any staff <i>counselling</i> undertaken is within organisation guidelines and to address individual skill levels</p> <p>3.3 Make referrals to counselling services as appropriate</p> <p>3.4 Ensure all discussions with individuals to aim to encourage and assist them to take responsibility for their own decisions and actions</p> <p>3.5 Undertake appropriate work to address areas of potential conflict in a timely way to minimise impact on workplace performance and relations</p> <p>3.6 Implement appropriate mechanisms to ensure the workplace is safe and healthy and to minimise bias and discrimination</p> |
| 4. Implement <i>disciplinary and grievance procedures</i> | <p>4.1 Ensure any disciplinary action taken meets organisation and legal requirements</p> <p>4.2 Keep all records of such actions according to organisation policies and procedures</p> <p>4.3 Implement appropriate grievance procedures</p> <p>4.4 Seek advice from appropriate sources to address difficulties in implementing action or procedures, and provide feedback to contribute to evaluation processes</p> |

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:

- Organisation objectives, policies and procedures
- Human resource management theory, principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan and recruit staff
- Allocate work
- Manage and facilitate team work
- Undertake coaching, counselling of staff
- Manage staff performance

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:
 - team management
 - effective interpersonal and communication skills
 - managing people
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

The context for managing people includes:

- Management of a work unit project team organisation
- Government/non government organisations

Managing people will be carried out within requirements established by:

- State and commonwealth legislation
- Agency policy and procedures
- Relevant program standards
- Recognised good human resource management practice

Disciplinary and grievance procedures take place in a framework of:

- Statutory procedures
- Organisation procedures including joint agreements between employers and employees

Counselling is concerned with:

- Matters of a personal nature which affect the individual's behaviour at work

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems
- Assessment must include the range of management processes in the workplace
- Assessment may be conducted over more than one occasion or use material drawn from the workplace for a period of time

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 of this unit include access to an appropriate workplace where assessment can be conducted

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG608D

Establish and manage new programs or services

Descriptor

This unit describes the knowledge and skills required to establish new programs or services, lead organisation restructure and develop new structures and systems

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 1. Complete strategic planning activities | 1.1 Research, assess and identify the need for development and change and consult all relevant people in an appropriate way |
| | 1.2 Clarify, negotiate and agree with key stakeholders and target groups, goals and objectives consistent with the purpose and philosophy of the organisation |
| | 1.3 Recognise risks associated with implementing the strategy and take steps to maximise outcomes to ensure compliance with duty of care and meet all objectives |
| | 1.4 Evaluate the proposed strategy against existing programs and services, and identify gaps |
| | 1.5 Carry out negotiations in a way that generates support and takes account of key stakeholder views |
| | 1.6 Identify and assess financial cost and resource requirements |
| | 1.7 Where required resources are not immediately and readily available, make submissions to potential relevant funding sources |
| | 1.8 Implement appropriate structures to oversee task as relevant |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 2. Manage implementation of new program or service | 2.1 Develop implementation plans to suit a variety of <i>contexts</i> and to cope with contingencies |
| | 2.2 Provide appropriate support to those involved in implementing the strategy to ensure original aims and objectives are pursued |
| | 2.3 Establish, monitor and regularly review, policies and procedures to manage the use of staff, equipment and other physical assets |
| | 2.4 Convey to relevant personnel all operational details including timeframes, resources, staffing limits and financial procedures, in an appropriate manner |
| | 2.5 Develop a budget and monitor expenditure and resources in line with organisation procedures and planned outcomes |
| | 2.6 Implement project or strategy in line with all relevant guidelines and legal requirements |
| 3. Establish and manage organisation and operational arrangements | 3.1 In conjunction with key clients and stakeholders, determine a structure consistent with purpose, philosophy and roles of organisation, and which meet industrial, legal and policy requirements |
| | 3.2 Develop documentation systems and processes to ensure all legal requirements are met, and submit them to relevant decision-makers for authorisation as appropriate |
| | 3.3 Maintain and keep required records to ensure legal organisation and statutory requirements are met |
| | 3.4 Develop appropriate promotional activities and direct at stakeholders, target groups and relevant personnel within the organisation to optimise effectiveness and support |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

4. Undertake appropriate evaluation and reporting

- 4.1 Devise evaluation process and related techniques to collect and analyse data and ensure it meets the needs of decision-makers, funding organisations and other people and groups with stake in program or service being evaluated
- 4.2 In consultation with relevant people, define criteria to be used to judge the value and effectiveness of the program or service
- 4.3 Actively seek views of interested parties at regular time intervals and use to inform the ongoing development and implementation of the program or service
- 4.4 Regularly monitor progress in implementing the program or service against the agreed plan
- 4.5 Use evaluation information for revision, ongoing development and implementation of program or service

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:

- Project management models/processes
- Submission writing protocols
- Funding sources and submission protocols
- Referral protocols
- Range of services available across organisations
- Marketing models/systems
- Financial management models/systems
- People management models/systems
- General management principles/models
- Change management models/principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Devise, initiate, manage and evaluate programs and services
- Demonstrate application of knowledge related to applicable agency and legislative requirements

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:
 - project management
 - financial management
 - people management
 - communication
 - delegation
 - safe and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Contexts for planning, managing and evaluating programs and services includes:

- Managing projects or strategies internal to the organisation/agency
- Managing projects or strategies across organisation/agencies
- Managing projects in collaboration with the community or community based organisations

Planning, managing and evaluating programs and services will be carried out within requirements established by:

- Organisation missions, philosophy, outcomes and goals
- Quality standards
- Organisation policy, procedures and program standards
- State and commonwealth legislation and other statutory requirements
- International conventions on the rights of children and young people
- Duty of care, code of ethics, professional standards, organisation standards

Evaluating feasibility of programs or services includes:

- Direction and outcomes are evaluated against existing and future organisation mission, objectives and outcomes for consistency and congruity
- Stakeholders impacted on by project or strategy are involved as much as is appropriate in setting the direction, providing input e.g. content and/or process, and marketing

Identifying and acquiring resources includes:

- Preparing submissions
- Liaising with key stakeholders and assessing the availability and accessibility to funding

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment be conducted over more than one occasion and that competence be demonstrated in the planning, implementation and evaluation of at least one new program

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 of this unit include access to an appropriate workplace where assessment can be conducted

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCORG609C

Manage projects and strategies

Descriptor

This unit describes the knowledge and skills required to initiate, plan, implement and evaluate project management activities

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Consider the need and scope for the *project/strategy*

PERFORMANCE CRITERIA

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

- 1.1 In considering the need for the project or strategy, review the extent to which existing initiatives and services already address needs and issues, and incorporate results into scoping report
 - 1.2 Clearly articulate to key stakeholders the rationale and underpinning values and beliefs for the proposed project or strategy, and seek their views and involvement as appropriate
 - 1.3 Develop a concept plan and submit to decision-makers for consideration and approval prior to proceeding to the project plan stage
-
2. Prepare a project plan
 - 2.1 Develop project plan, incorporating relevant literature and other information
 - 2.2 Ensure project plan identifies:
 - a set of aims and specific and assessable objectives which address identified needs
 - a proposed timetable for the project/strategy
 - financial costs of project/strategy and relationship with available resources
 - benefits to client of the proposed project/strategy
 - 2.3 Ensure plan takes account of anticipated context and specific nature of people who will be involved in developing and implementing the project/strategy
 - 2.4 Undertake an appropriate level of consultation with all contributors to proposed project/strategy and report their views clearly and accurately
 - 2.5 Negotiate aspects of the plan with relevant people as required

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Identify and acquire resources to make implementation of project plan possible | 3.1 Develop funding options for implementing the plan |
| | 3.2 Where resources are not available, submit funding proposals to relevant bodies as appropriate |
| | 3.3 Make funding submissions in accordance with any guidelines available from funding bodies and written in a format acceptable to decision-makers |
| | 3.4 Undertake appropriate liaison and negotiation with decision-makers and potential funding bodies to advance the case to acquire resources |
| 4. Promote and advertise project/strategy | 4.1 Develop a marketing/promotion strategy and submit for approval to decision-makers prior to project implementation |
| | 4.2 Use a variety of appropriate communication media to promote project to target audience |
| 5. Manage implementation of project/strategy | 5.1 Support those involved in implementing the project or strategy to establish and maintain clarity about the aim and objectives to be pursued |
| | 5.2 Clearly and appropriately convey logistical details to those implementing the project/strategy, including time scales, place, resources, staffing, limits and administrative procedures relating to income and expenditure |
| | 5.3 Establish, monitor and regularly review, policies and procedures to manage the use of staff, equipment and other physical assets |
| | 5.4 Develop project budget and monitor expenditure and resources against budget, in line with organisation policies, procedures and planned time scales |
| | 5.5 Identify risks associated with implementing the project or strategy and take steps to maximise high quality project outcomes |
| | 5.6 Implement strategies to ensure project/strategy is implemented in line with relevant guidelines and legal requirements and is sufficiently flexible to suit a variety of contexts and to cope with contingencies |
| | 5.7 Implement strategies to ensure project or strategy is adapted in the light of feedback, and to take account of changing social, political and economic contexts |

ELEMENT

Elements define the essential outcomes of a unit of competency.

6. Evaluate and report on project/strategy

PERFORMANCE CRITERIA

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

- 6.1 In choosing an evaluation strategy, examine a variety of models
- 6.2 Ensure the evaluation strategy employs appropriate techniques to collect data, taking into account the nature of information, time and resource constraints and views of people and groups who have a stake and interest
- 6.3 Regularly monitor implementation of the project or strategy against the agreed plan
- 6.4 Ensure collection, collation and reporting of evaluation information meets standards and needs of decision-makers, funding agencies and other people and groups with a stake in the project/strategy
- 6.5 Use evaluation information collected to revise project/strategy, and to guide ongoing development and implementation and possible future directions

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:

- Project management models/processes
- Business and strategic planning
- Funding sources and submission protocols
- Range of services available across organisations
- Marketing models/systems
- Financial management models/systems
- People management models/systems
- General management principles/models

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish, manage and evaluate projects and services
- Demonstrate application of knowledge related to applicable organisation and legislative requirements

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:
 - project planning and management
 - financial /resource management
 - people management
 - research and evaluation

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.

Project may:

- Include events and campaigns of social, cultural, economic and political significance
- Relate to employment creation, health, housing, legal advocacy initiatives
- Address the interests of either individual clients, groups or communities

Strategy may relate to:

- Awareness raising and community education
- Political lobbying
- Community participation initiatives
- Advertising to attract participation

Factors to be addressed in the design of projects/strategies will include:

- Analysis of social, political and economic factors and trends
- Assessment of actual and potential impacts both positive and negative for clients

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment is recommended to be conducted on more than one occasion and should include each phase of managing a project i.e. scoping, preparation, promotion, management and evaluation

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace setting e.g. portfolios, completed reports on projects etc

CHCORG610A

Manage change in a community sector organisation

Descriptor

This unit describes the knowledge and skills required to foster and implement constructive and beneficial change in a complex organisation

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community sector workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Ensure practices of the organisation are appropriate

PERFORMANCE CRITERIA

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

- 1.1 Design and implement processes to regularly review relevance of organisation's philosophy in the light of needs of clients and key stakeholders
 - 1.2 Undertake ongoing monitoring of organisation policies and practices to ensure they:
 - do not support discrimination
 - promote ethical behaviour
 - meet duty of care responsibilities
 - are based on principles of natural justice
 - meet funding requirements
 - continue to be relevant
 - 1.3 Undertake ongoing evaluation of organisation's practices to ensure they:
 - are consistent with its philosophies and policies
 - positively contribute to meeting client and stakeholder needs
-
2. Respond to change in the community
 - 2.1 Implement appropriate strategies to provide accurate and current information on *trends* and changes in the community which may impact on the organisation and its clients
 - 2.2 Identify and assess social, political and economic trends and anticipate their impact on the organisation, community and client group
 - 2.3 Where required, commission expert advice and/or research to provide access to detailed information about trends and the likely impact of changes
 - 2.4 Maintain currency with information and trends through membership of professional associations, research organisations and networks
 - 2.5 Assess and revise appropriate management and work practices to reflect trends and research findings

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 3. Initiate and implement <i>organisation change</i> within a planning framework | 3.1 Identify changing requirements, initiate opportunities to change policies and practices, and promote to relevant staff, clients and stakeholders |
| | 3.2 Define the nature and scope of required changes, and develop strategies to successfully implement them, including: <ul style="list-style-type: none">- determining budgetary considerations- appropriate consultation, negotiation and communication- addressing possible barriers- promoting effects and benefits of change- risk assessment |
| | 3.3 Identify and implement changes that reflect: <ul style="list-style-type: none">- consideration of a range of alternatives- appropriate consultation and communication with staff, client and stakeholders- current accepted good practice- appropriate levels of planning- organisation quality assurance processes- provision of relevant training |
| | 3.4 Put in place processes to ensure outcomes of changes are evaluated against expectations and previous performance |

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:

- A range of approaches to organisation planning and management
- Community consultation mechanisms
- Marketing and promotion
- Organisation change strategies
- Relevant government policies and systems
- Principles and practices of change management theory
- Scope and operation of the industry
- The services and products of the research sources listed in the Range Statement
- Funding/income strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement organisation policies and procedures indicated in the Range Statement
- Consult research sources identified in the Range Statement
- Work with aspects of organisation change as identified in the Range Statement

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:
 - continuous improvement principles and practices
 - literacy
 - communication and negotiating with senior level decision-makers and community leaders
 - preparing and delivering public presentations
 - community consultation
 - planning and review processes
 - coordinating a complex range of issues and relationships
 - analysis
 - leadership and motivation
 - service quality maintenance
 - financial management and maintenance
 - effective and safe management of technological change

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.

Trends may include:

- Social, political and economic trends driven from a variety of sources

Organisation change may relate to:

- Nature and focus of service, programs and activities
- Service users/funding providers
- Staff requirements
- Employment and work practices
- Management decision-making processes
- Building and other resources
- Levels and sources of funding
- Legislative and statutory framework
- Technological changes
- Internal and external policies
- Community expectations

Research sources will include:

- Statutory/government bodies
- Commonwealth and state government reports
- Peak bodies
- Political party policy
- Academic studies
- Commission of inquiry, royal commissions, senate inquiries reports
- Professional associations journals and projects
- Conferences, seminars, visiting speakers
- Publications, newsletters
- Media
- Social action and research bodies

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 is most appropriately assessed in the workplace under the normal range of workplace conditions
- It is recommended that assessment take place on more than one occasion or evidence gathered that provides evidence of competence over a period of time

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 of this unit include access to an appropriate workplace where assessment can be conducted

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG611A

Lead and develop others in a community sector workplace

Descriptor

This unit describes the knowledge and skills required to achieve identified work outcomes through managing, leading and developing individuals and teams in the work group or organisation

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Provide leadership, direction and guidance to the organisation

PERFORMANCE CRITERIA

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

- 1.1 Provide regular briefings on work goals, plans and operational issues to work groups to minimise role ambiguity and maximise effectiveness
- 1.2 Provide encouragement to develop new and innovative work practices and strategies to optimise work outcomes and better meet client needs
- 1.3 Model high standards of performance and practice to staff
- 1.4 Provide leadership and supervision appropriate to changing priorities and situations and take into account differing needs and backgrounds of individuals, requirements of task and client needs
- 1.5 Use the diversity of individuals' knowledge, skills and approaches to enhance work outcomes
- 1.6 Model application of principles and practices of equal employment opportunity, occupational health and safety (OHS) and participative work practices in the community sector and promote to staff

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

2. Maximise own performance outcomes

- 2.1 Use effective time and work management techniques, including monitoring workflow and outcomes, to meet priorities and achieve identified objectives
- 2.2 Plan work and monitor progress to minimise effects of unexpected outcomes
- 2.3 Ensure all work undertaken complies with established policies and procedures, especially those relating to anti-discrimination and OHS in the community sector
- 2.4 Regularly review and revise work practices to assist achievement of identified objectives
- 2.5 Seek and take opportunities for continuous self development/learning

3. Manage effective work relationships

- 3.1 Clearly articulate the link between the group's function, goals of the organisation and individual responsibilities and communicate to staff routinely
- 3.2 Routinely use participative decision-making processes to allocate responsibilities and develop, implement and review work of the group
- 3.3 Where relevant, identify and resolve conflict with minimum disruption to workgroup function and in accordance with organisation procedures
- 3.4 Allocate tasks within competence of staff and support by appropriate delegation and training
- 3.5 Adjust interpersonal styles and methods to the social and cultural context
- 3.6 Communicate and interact with colleagues and management using a variety of appropriate techniques

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. Terms in italics are elaborated in the Range Statement.
4. Manage and improve the performance of individuals	<ul style="list-style-type: none">4.1 Monitor performance of the group in achieving objectives, review regularly and use as the basis for further allocation of work4.2 Monitor and review individual outcomes in consultation with the workgroup to measure and assess progress against objectives and identify issues for attention or further work4.3 Revise work practices as required to achieve workgroup, corporate and community sector goals and objectives4.4 Address performance problems in fair, constructive and timely manner in accordance with relevant guidelines, procedures and natural justice4.5 Monitor individual and group progress and provide regular feedback to optimise achievement of organisation objectives4.6 Support the work group to develop mutual commitment and cooperation4.7 Promote and encourage workgroup effectiveness through active participation in group activities and communication processes
5. Support, participate and review group development	<ul style="list-style-type: none">5.1 Put in place development plans for each staff member, identifying relevant development activities5.2 Develop, agree and implement action plans to meet individual and group training and development needs5.3 Encourage and support staff to apply skills and knowledge in the workplace5.4 Identify and deliver relevant specialist training and professional development, as required5.5 Arrange appropriate training and provide to meet individual and organisation needs5.6 Encourage staff to be involved in professional development and support staff to <i>attend training courses and to take up other development opportunities</i>

ELEMENT

Elements define the essential outcomes of a unit of competency.

6. Support and develop staff

PERFORMANCE CRITERIA

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

- 6.1 Provide staff with personal and career development opportunities from within and outside of the organisation
- 6.2 Hold regular meetings with staff to review, adjust and develop strategies and priorities
- 6.3 Agree priority tasks and monitor achievement of work plans to maximise organisation effectiveness
- 6.4 Monitor overall performance of staff and provide regular feedback in an appropriate manner
- 6.5 Provide opportunities for targeted professional development in the community sector context

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:

- Human resource development and management principles and practices
- Budget processes
- Effective team management
- Effective leadership styles
- Industrial relations legislative requirements
- Supervision processes
- Union processes
- Leadership qualities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively in a team environment in the community sector
- Use both participative and consultative management practices
- Provide development opportunities appropriate to work in the community sector
- Use effective leadership styles
- Recognise stressors within the team
- Develop and implement strategies for managing stress

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 effective communication and interpersonal skills including:
 - language and literacy competence required to fulfil the procedures of the organisation
 - language used may be English, signing or a community language
 - use of interpreters where required
 - negotiation
- Demonstrate effective time management and work planning
- Demonstrate awareness and understanding of effective individual and team operations
- Demonstrate awareness of self and impact of self on others in the community sector workplace
- Contribute to leadership of multi-disciplinary and inter-disciplinary teams
- Develop relevant policies and processes if required to manage/lead and develop others in a community sector context

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.

Relevant information affecting the workgroup can include:

- Relevant legislation
- Corporate and strategic plans, including human resource management and human resource development strategic plans
- Work area business plans
- Industrial awards
- Personnel management guidelines and circulars
- Quality standards

Attend training courses and to take up other development opportunities may include:

- Formal internal and external courses
- On the job training
- Placements at the same level, work experiences and assignments, and higher duties
- Assisted formal study
- Conference and seminar attendance
- Support for professional development activities
- Induction and orientation

Procedures and guidelines can include:

- Financial/administrative procedures
- Fraud prevention
- OHS

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG612C

Review organisation's effectiveness

Descriptor

This unit describes the knowledge and skills required to manage the continuous improvement of practices of the organisation

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Respond to the external environment

PERFORMANCE CRITERIA

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

- 1.1 Implement strategies to continually identify and analyse *relevant external trends* in terms of their impact on the organisation, its clients and the community
- 1.2 Implement strategies to ensure organisation practices and policies reflect current statutory and legislative requirements
- 1.3 Gather best practice and comparison data and use to identify potential areas for improvement to respond to changes and trends
- 1.4 Implement mechanisms to collect feedback from clients, target groups and the community and use it to review effectiveness of the organisation and relevance of strategic and business plans

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. Terms in italics are elaborated in the Range Statement.
2. Implement continuous improvement	<p>2.1 Use appropriate mechanisms for performance evaluation to measure organisation effectiveness including review of:</p> <ul style="list-style-type: none">- financial and personnel performance data- client satisfaction levels- compliance with current legislative/statutory requirements- protocols, practices and procedures- staff competency levels- staff planning, recruitment and training- information technology <p>2.2 Revise organisation practices and procedures as appropriate to reflect the outcomes of performance evaluation</p> <p>2.3 Undertake consultation, including with staff and relevant industrial parties, to facilitate implementing organisation improvements</p> <p>2.4 Develop and routinely apply appropriate quality assurance procedures and review for continuing relevance</p>
3. Refocus the organisation/service	<p>3.1 Regularly collect information on changing client and community needs and use to review continuing relevance and effectiveness of services provided</p> <p>3.2 Where indicators suggest a need to change organisation services, practices and directions to reflect changing client requirements, policy or financial environment or community directions, explore a full range of options to ensure revisions are appropriate and meet needs</p> <p>3.3 Where appropriate, alter strategic plans and organisation objectives and priorities to reflect changing directions in service delivery</p> <p>3.4 Routinely use consultative processes to ensure staff, clients and stakeholders support changed arrangements</p> <p>3.5 Provide appropriate staff training to maximise outcomes from continuous improvement processes</p>

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:

- Strategic planning principles and approaches
- Process re-engineering
- Quality assurance
- Organisation management and development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement practices to improve organisation effectiveness
- Consult with staff and other relevant parties

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 effective communication and interpersonal skills including:
 - language competence required to fulfil the procedures of the organisation/service
 - . language used may be English, signing or a community language
 - literacy competence required to fulfil organisation's procedures
 - . language used may be English or a community language
 - negotiation
- Demonstrate effective time management and work planning
- Demonstrate awareness and understanding of effective individual and team operations

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.

Service/agency improvement options may include:

- Continuous improvement processes
- Best practice management approaches
- Process re-engineering
- Quality assurance mechanisms

Relevant external trends may include:

- Political/social
- Economic
- Demographic
- Changes in technology
- Impact of changing policies and services

Internal trends/developments may include:

- Level of staff skill and commitment
- Industrial relations issues
- Staffing levels
- Changes to staff and management
- New policies and work practices
- Quality assurance standards
- Client expectations

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more occasions to enable assessment of all aspects of competence in review of organisation effectiveness

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG613C

Manage organisation's strategic and business planning

Descriptor

This unit describes the knowledge and skills required to undertake ongoing strategic planning to assist in continual improvement of the service or organisation

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Formulate a strategic and business plan

PERFORMANCE CRITERIA

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

- 1.1 Develop desired direction and goals of the organisation in consultation with relevant *stakeholders* to reflect client needs
- 1.2 Develop *strategic plan* on basis of information obtained through research into client needs, resource requirements, interests of key stakeholders and business viability
- 1.3 Formulate *financial plan* to estimate cash flow *projections*, provide budgetary information and define implementation/service plans
- 1.4 Formulate work/service plan aimed at supplying services that meet client expectations and satisfy quality assurance criteria
- 1.5 Ensure plan identifies options for service delivery in accordance with budgetary constraints, human resource requirements, client requirements and agency objectives
- 1.6 Develop promotional strategies to communicate benefits of the service to clients
- 1.7 Develop risk management strategies according to agency needs
- 1.8 Ensure all aspects of business plan are mutually supportive

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Apply the strategic and business plan

PERFORMANCE CRITERIA

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

- 2.1 Implement appropriate operational and revenue control systems and routinely evaluate their ability to provide systematic support to the agency
- 2.2 Identify systems and key performance indicators and targets and use them to monitor agency performance and client satisfaction
- 2.3 Clearly communicate the organisation's business plan to relevant stakeholders and staff to ensure their understanding and support
- 2.4 Design/redesign and implement appropriate organisation structures to optimise achievement of organisation goals and stakeholder expectations

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:

- Strategic planning principles and approaches
- Process re-engineering
- Quality assurance
- Organisation development and management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use business plan as part of and to assist in improvement of the service or organisation
- Consult with relevant people
- Ensure business plan meets legislative and legal requirements

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 effective communication and interpersonal skills including:
 - negotiations
 - language competence required to fulfil the procedures of the organisation/service
 - . language used may be English, signing or a community language
 - literacy competence required to fulfil organisation's procedures
 - . language used may be English or a community language
 - numeracy competence required to complete financial plans for the organisation
- Demonstrate effective time management and work planning
- Demonstrate awareness and understanding of effectiveness of individuals and teams in the service

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.

Strategic plan will depend on:

- Size and scale of the service/organisation
- The client focus and needs
- The level of available funding and the need to raise finance
- The level of risk involved
- Service/organisation philosophy
- The community within which it operates

Strategic plan should include:

- Mission, goals and objectives
- Strategies for achieving goals
- Work plans
- Income and expenditure statement
- Cash flow forecast
- Quality assurance mechanisms
- Performance measures

Financial plan takes account of:

- Current financial state of the organisation
- Financial performance to date
- A review of financial inputs required sources and forms of finance
- Projections of likely financial results budgeting
- Risks and measures to manage or minimise risks
- Forms of finance including working capital, fixed capital, debt and equity capital

Sources of finance may be:

- Through donations
- Financial institutions
- Industry sources
- Government sources
- Borrowing/investments
- Commercial activities

Projections may include:

- Resource requirements
- Estimates of profit and loss
- Cash flow estimates

RANGE STATEMENT

Stakeholders may include:

- Providers of finance
- Clients
- Suppliers of resources
- Community
- Industry associations
- Workers
- Management
- Government and/or funding bodies

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems
- Assessment may take place on more than one occasion but must cover assessment of all aspects of formulating and applying a business plan

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG614A

Manage a community sector organisation

Descriptor

This unit describes the knowledge and skills required to plan and monitor the development direction and changes of a complex organisation, range of programs or major program area

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Coordinate organisation planning

PERFORMANCE CRITERIA

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

- 1.1 Identify appropriate *strategic alliances* and negotiate and maintain participation
- 1.2 Identify overall purpose and philosophy of the organisation and translate into a written or recorded set of aims and objectives which are clearly understood, measurable and attainable and evaluated as appropriate
- 1.3 Implement appropriate corporate planning processes that make best use of internal and external consultation processes
- 1.4 Implement appropriate corporate planning processes to ensure responsiveness to client needs
- 1.5 Undertake appropriate consultation with relevant people and agencies
- 1.6 Establish appropriate management structure and process to coordinate corporate planning, advise decision-makers and reflect principles and philosophy of the organisation
- 1.7 Analyse the way in which values and beliefs of workers and stakeholders may influence defined organisation purpose and philosophy and communicate to all relevant participants
- 1.8 Make resources available as appropriate to support the planning processes at all levels
- 1.9 Develop systems, processes and timeframes for all aspects and components of the planning process

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 2. Design and implement the structures and process of the organisation | 2.1 Determine appropriate structure for the organisation to match organisation philosophy and purpose |
| | 2.2 Develop, agree, implement and monitor lines of decision-making and accountability |
| | 2.3 Prepare budgets in line with strategic plan and make allowance for all requirements and components of planning and implementation of programs and services |
| | 2.4 Establish financial accountability systems which meet agreed organisation best practice provisions |
| | 2.5 Ensure planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions |
| | 2.6 Develop clear, fully documented planning guidelines and systems and make them accessible to all involved |
| 3. Implement evaluation processes | 3.1 Hold appropriate consultations with stakeholders to examine issues and trends and advise decision-makers of outcomes as required |
| | 3.2 Complete all required reporting in a timely way in accordance with organisation requirements |
| | 3.3 Identify, develop and implement appropriate evaluation arrangements with representation from relevant stakeholder groups |
| | 3.4 Prepare advice and provide to decision-makers within the negotiated format and timeframe |
| 4. Enable organisation to meet legal requirements | 4.1 Implement mechanisms to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to |
| | 4.2 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 5. Establish the profile of the organisation and market its services | 5.1 Use formal and informal networks as channels to communicate the organisation's activities and achievements |
| | 5.2 Use a range of communication media and activities to convey information about activities and achievements of the organisation to encourage support and interest |
| | 5.3 Seek and utilise opportunities to promote the organisation through media, government and the community |
| | 5.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities |
| 6. Give direction for the effective management of the organisation | 6.1 When required, develop and articulate policies and procedures for the employment role of the organisation and monitor their implementation |
| | 6.2 Promptly address problems in implementing defined procedures to ensure resolution |
| | 6.3 Prepare reports to comprehensively and accurately describe organisation's activities and achievements and present to relevant stakeholders and management, as required |
| | 6.4 When required, facilitate processes of management and/or board meetings to ensure effective and informed deliberations and decision-making |
| | 6.5 Identify and implement mechanisms for effective coordination of activities and services |
| 7. Manage <i>changes in the organisation</i> | 7.1 Identify policy, social, political and economic trends and assess their potential impact on the organisation |
| | 7.2 Assess and revise management and work practices relative to social, political and economic trends and impacts |
| | 7.3 Define and monitor <i>indicators for change</i> within the organisation |
| | 7.4 Identify and promote opportunities for positive change and undertake appropriate work to maximise support from staff, clients and stakeholders |

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:

- Best practice including:
 - management systems and principles
 - current information technology and programs relevant to the organisation or industry
 - information management policies, practices and systems in the community sector
 - performance standards
 - accountability
 - training and skills development and recognition
 - administrative systems and principles
 - service quality development
 - consumer focus
 - enterprise agreements
 - performance monitoring and review
- Statutory and legislative requirements including:
 - occupational health and safety
 - industrial relations/enterprise contracts
 - non discrimination
 - equal employment opportunities principles and practice
 - funding/service contracts/agreements
 - corporate affairs/incorporation/Australian Securities Commission
 - taxation

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake strategic planning
- Manage organisation change
- Develop strategies for adapting organisation to changes
- Design strategies to involve and communicate with all major stakeholders
- Use information technology and software programs as required by the workplace
- Coordinate the use of relevant information technology effectively to address organisation requirements in line with occupational health and safety (OHS) guidelines

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:
 - strategic thinking
 - decision-making
 - environmental scanning
 - analysis/evaluation
 - facilitation
 - high level liaison
 - high level oral and written communication

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.

Strategies for the development of policies, practices and standards may include:

- Change management
- Organisation development

Indicators for change include:

- Staff
- Management committee
- Organisation executive management turnover
- User involvement
- Level of commitment to organisation's aims and objectives
- Relationship with external agencies
- Change in government policies and associated change in organisation focus

Communication designed to promote the organisation include:

- Verbal presentations
- Letters
- Brochures
- Fliers and other written advertisements
- Poster and other artwork and audiovisual advertisements

Changes in the organisation may be related to:

- Nature and focus of service, programs and activities
- Changing service users
- Staff requirements
- Employment and work practices
- Management decision-making processes
- Membership changes
- New buildings and other resources
- Different levels of funding
- Legislative change
- Technological change
- External policy change

RANGE STATEMENT

Strategic alliances will include:

- Industry networks
- Professional associations
- Other key agencies/organisations
- Political parties and committees
- Key government officers
- Ministerial advisers and staff
- Ministerial advisory committees
- Key public policy and decision-makers
- Funding agencies
- Business leaders
- Community leaders
- Social/economic/political researchers, analysts and advisers
- Media
- Special interest groups
- Specialist services

Information management may relate, for example, to:

- Establishment and maintenance of policies, procedures and systems to support collection and recording of information required for a range of purposes, such as:
 - business analysis, planning and ongoing management
 - quality assurance, accreditation and/or audit purposes
 - sales and marketing
 - organisation review and evaluation processes
- Establishment and maintenance of policies, procedures and systems to ensure security of information where required to address legislative requirements, such as privacy / confidentiality and OHS
- Maintenance of up-to-date client and network database information

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG615C

Promote the organisation

Descriptor

This unit describes the knowledge and skills required to develop and implement promotional strategies and activities to maximise organisation's effectiveness

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Design and implement a promotional strategy

PERFORMANCE CRITERIA

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

1.1 Develop and maintain a profile of all potential users of the organisation as part of the organisation strategic and business plan

1.2 Assess and obtain *resources required* to effectively promote the service

1.3 Develop *promotional materials* and make them accessible to all target groups

2. Monitor, evaluate and review the promotion strategy

2.1 Set and monitor goals for service use by identified client groups in accordance with organisation procedures

2.2 Establish and use *feedback mechanisms* to review and evaluate the impact of service provision and promotional strategies

2.3 Adjust service provision and promotional activities as appropriate

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:

- The users and potential users of the service considering cultural backgrounds, social circumstances, range of abilities and disabilities
- Factors which lead to a client being eligible and having priority for service
- Factors which might hinder access to service
- Funding program guidelines
- Organisation guidelines for service
- Marketing/promotional techniques appropriate to the client group and community
- Range of local community services and health agencies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively promote the organisation using appropriate strategies

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:
 - research
 - marketing/promotion
 - communication
 - networking
 - research
 - budgeting
 - report writing
 - evaluation
 - presentations
 - negotiation

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.

- Resources required will include:*
- Staff and physical equipment/materials required to promote the organisation effectively
- Promotional materials will include:*
- Activities such as workshops/forums/presentations/information displays
 - Articles or advertisements in local or national media
 - Information about the funding program and organisation eligibility criteria
- Appropriate people will include:*
- Clients
 - Colleagues
 - Funding bodies
 - Other related service providers as appropriate
 - Other key stakeholders
 - Community health workers
- Feedback mechanisms may include:*
- Surveying clients by questionnaire, informal discussion and/or focus groups

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to ensure that all aspects of promotion are assessed i.e. design, monitor and evaluate promotional strategy

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace e.g. Promotional material developed, written strategies for targeting audience etc

CHCORG616C

Manage training

Descriptor

This unit describes the knowledge and skills required to plan, develop and implement training as a specialist activity to address individual skill levels to optimise organisation's performance

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Maintain training records
 - 1.1 Establish and maintain appropriate means to store and access information on trainees, training programs and equipment, materials and resources according to:
 - organisation policies and procedures
 - legislative requirements
 - need to protect confidentiality
 - 1.2 Store training records securely and make available to authorised persons and trainees when required according to organisation procedures

2. Report and advise on training
 - 2.1 Prepare reports on training related matters and provide to teams and management as required in accordance with organisation policies and procedures
 - 2.2 Identify impacts of training on skill levels and improvements in service and communicate to relevant personnel
 - 2.3 Make recommendations to teams and management on desirable future training initiatives based on organisation objectives and identified training needs
 - 2.4 Maintain and enable staff to access training literature and information on training techniques and trends
 - 2.5 Promote implementation of current training trends and practices in the organisation

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Manage training expenditure and resources

- 3.1 Prepare and write the training budget to reflect organisation resourcing and budget limits and training need priorities
- 3.2 Maintain training records, including expenditure and costs, and use to develop recommendations for future action
- 3.3 Maintain required training resources according to organisation procedures
- 3.4 Make available appropriate training resources and materials as required
- 3.5 Allocate appropriate staff to training activities
- 3.6 Access funding sources wherever available to assist in providing training opportunities

4. Maintain training activities within organisation and legal requirements

- 4.1 Manage and evaluate training activities to determine effects on achieving organisation goals and to ensure compliance with relevant policies, awards and legislation
- 4.2 Manage training activities to take due account of relevant training reform policies and initiatives

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:

- Principles and practices of human resource development
- Organisation strategic directions and objectives
- National policy and principles related to training
- Strategic and financial planning models/principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop systems for planning, delivering and monitoring training
- Manage budget processes
- Apply current trends and practices in training
- Apply legislative requirements

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:
 - report and submission preparation
 - financial analysis and planning
 - application of information technology

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.

The contexts for managing training include:

- As a manager of a training and development unit/branch/section
- As a manager of a work area/unit/program

Managing training will be carried out within requirements established by:

- Organisation mission, direction, policies
- Relevant human resource management policies and procedures
- State and commonwealth legislation
- Organisation policies and procedures
- Relevant program standards
- Adult learning principles and education policy
- Training and development principles
- Resourcing arrangements
- Competency based training principles and practices
- Relevant professional bodies

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment must include all aspects of managing training

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG619C

Manage quality of organisation's service delivery outcomes

Descriptor

This unit describes the knowledge and skills required to manage quality assurance processes as required to maintain quality service outcomes in line with organisation policy in the community services industry

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Evaluate outcomes for clients accessing the service

PERFORMANCE CRITERIA

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

- 1.1 Clearly state the service's philosophy, goals and objectives based on client service delivery and use to design criteria for evaluation
- 1.2 Investigate and document *the effects of services on all clients*
- 1.3 Monitor program quality according to relevant service and industry *standards*
- 1.4 Use a range of appropriate processes to review client service outcomes
- 1.5 Establish and use feedback mechanisms to involve all users of the service
- 1.6 Establish mechanisms to provide clients with information about evaluation results
- 1.7 Involve all *relevant parties in evaluation processes*
- 1.8 Communicate information gained from the evaluation to relevant parties

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. Terms in italics are elaborated in the Range Statement.
2. Plan and implement changes/strategies to improve outcomes	2.1 Design and implement a <i>plan to develop the quality of service</i> with others 2.2 Design and implement policies to foster quality service 2.3 Provide information to relevant parties about the plan and the processes to be used 2.4 Design a plan to develop the quality of service to ensure participation by all those involved 2.5 Respond to and investigate complaints and use as feedback to improve outcomes 2.6 Include in plan priorities, immediate goals and long term goals for improving quality of service 2.7 Obtain or request required resources from appropriate sources
3. Ensure client service standards and codes of practice	3.1 Regularly communicate service criteria regarding quality to all stakeholders 3.2 Establish <i>procedures to check that appropriate practice</i> is carried out 3.3 Model and demonstrate good practice to all workers 3.4 Provide information about good practice to all stakeholders 3.5 Promote examples of good practice to workers 3.6 Regularly remind workers of service standards and organisation expectations 3.7 Confront issues with workers and develop a plan for improvement 3.8 Promote a focus on outcomes for the client
4. Manage quality assurance processes	4.1 Undertake appropriate planning to ensure involvement of all parties in quality improvement processes 4.2 Define continuous improvement processes and monitor their implementation to ensure quality client service delivery 4.3 Implement processes to promote continuous improvement in the workplace 4.4 Continuously evaluate outcomes of client services for impact on the local community

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:

- Structure of service/organisation
- Network of relevant services
- Service guidelines
- Knowledge of legal/legislative requirements
- Quality assurance processes relevant to service type
- Mission statements, philosophical statements of organisation
- Community needs
- Needs of clients of all abilities, disabilities
- Cultural background, values and beliefs
- Up to date knowledge of 'good practice'
- Role model
- Ethics, duty of care
- Rights of clients
- Relevant accreditation principles e.g. QIAS and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement evaluation processes based on relevant service and industry standards
- Apply a model of quality service delivery

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:
 - cross cultural communication
 - observation and analysis of information
 - goal setting
 - data collection
 - leadership
 - persuasive communication
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

Evaluating process relating to outcomes for clients will vary according to the location of the service and may include:

- Observation
- Review discussions
- Gathering feedback from clients via surveys
- Collating observations of workers and interpreting data

The effects of services on all clients may include:

- Social/emotional/physical/well being
- Whether client's needs are met
- Changing the circumstances for the client

Relevant standards which maybe used to monitor a service may be:

- Licensing requirements
- Quality assurance
- Legal/legislative requirements
- Accreditation principles
- Service guidelines and policies
- Occupational health and safety
- Guidelines of funding body

Relevant parties may include:

- Carers and significant others of clients
- Management committee
- Funding bodies
- Other professionals
- Workers
- Clients
- Community members
- Experts

A plan to develop the quality of service may include the development of:

- Effective reporting and complaints mechanisms
- Staff training/development of management skills
- Meetings and information exchanges

Procedures to check that appropriate practice may include:

- Observation
- Gathering feedback from all involved
- Co-participating
- Meetings – discussion
- Auditing by outside experts

RANGE STATEMENT

Quality assurance systems may include:

- Continuous improvement systems
- Accreditation systems
- Quality systems
- Organisation's own internal system

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 may be assessed on the job or under simulation
- It is recommended that assessment take place on more than one occasion

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Related units:

This unit is recommended (but not required) to be assessed in conjunction with related unit:

- CHCPOL504B Develop and implement policy

CHCORG620C

Promote and represent the service

Descriptor

This unit describes the knowledge and skills required to promote and represent the organisation to the community

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Promote community awareness of the clients, their needs and their importance

2. Promote the service to increase its profile in the community

PERFORMANCE CRITERIA

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

- 1.1 Prepare and deliver *presentations* in a way appropriate to the target group
- 1.2 Design presentations to be relevant to the concerns and interests of the target group

- 2.1 Identify stakeholders and supporters in the community and their particular interests and resources
- 2.2 Target communications to areas where the profile needs raising or clarifying
- 2.3 Facilitate opportunities for the community to view and contribute to the service
- 2.4 Prepare and use a range of materials and resources providing information to the community
- 2.5 Use a range of different *methods of promotion*
- 2.6 Develop and use a strategy to review the profile of the service in the community
- 2.7 Develop information campaigns to address particular issues, as required
- 2.8 Consider and utilise as relevant opportunities for involvement in the community
- 2.9 Encourage staff to participate in appropriate forums
- 2.10 Utilise press and other publicity appropriately
- 2.11 Provide accurate and positive information to the community to develop a positive community image

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Represent the service | 3.1 Clearly and accurately represent the philosophy, purpose, policies and procedures of the service |
| | 3.2 Respond to and follow up questions and concerns about the service |
| | 3.3 Represent the service's need for resources to appropriate forums/organisations |
| | 3.4 Represent the perspective and experience of the service to relevant forums |
| 4. Respond to negative publicity and perceptions, as required | 4.1 Analyse negative publicity and perceptions for potential outcomes and implications for the service |
| | 4.2 Listen carefully to spokespersons in order to develop an understanding of their position |
| | 4.3 Seek advice from stakeholders and supporters in the community if required |
| | 4.4 Nominate a spokesperson to represent the service if required |
| | 4.5 Ensure communications used do not exacerbate existing negative perceptions |
| | 4.6 Review organisation policies in light of issues raised, as appropriate |
| | 4.7 Develop and implement a strategy to deal with negative publicity and perceptions |

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:

- Current trends in client service delivery
- Range of organisations and their provision of service
- Ideas about issues where promotion is required relevant to the service
- Awareness of relevant current issues, concerns and debates
- Relevant accreditation principles and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and deliver an effective and convincing promotion of the organisation

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:

- Listen to and investigate other points of view about organisations and their practices
- Demonstrate application of skills in:
 - communication skills, both written and spoken
 - negotiation skills
 - conflict resolution skills
 - basic skills in presenting information clearly and with impact, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - commitment to service/field
 - networking skills

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.

Methods of promotion may include:

- Public speaking
- Articles and reports in local media
- Press releases
- Liaison
- Lobbying
- Leaflets
- Radio interviews
- Posters

Presentations may need to vary according to the needs of the target group and may include:

- Age
- Language
- Cultural beliefs and practices

Aspects that may be promoted include:

- Needs for community support
- Contribution of families to the workplace and/or community
- Examples of achievements
- Breaking down stereotypes
- Dispelling myths
- Changing needs in the community with regard to needs

Promotion and representation of the service may be targeted to:

- The local community
- Specific stakeholders or key people
- Specific groups within the community
- Organisations who have a related role
- Existing and potential referral sources
- Parent groups
- Service users
- Government agencies
- Existing and potential funding sources
- Local schools and organisations

RANGE STATEMENT

Represent the service may be required in a range of contexts such as:

- Meetings and forums
- Consultation processes
- Enquires to the service
- Training opportunities
- Conferences and seminars
- Community education

Managing negative publicity, as well as promoting a service may depend on:

- The financial resources of the service/organisation

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 may be assessed on the job or under simulation
- Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG621C

Act as a resource to other services

Descriptor

This unit describes the knowledge and skills required for a worker to act as a resource to other services

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. *Identify needs/issues* in consultation with the service

2. Provide information and advice

PERFORMANCE CRITERIA

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

- 1.1 Consult all relevant people/stakeholders to identify main issues and relevant *information*
 - 1.2 Identify different perceptions about issues
 - 1.3 Identify contextual pressures, restraints and resources relevant to issues
 - 1.4 Identify areas of common understanding
-
- 2.1 Develop appropriate and relevant information materials and provide in suitable formats and a timely manner to address issues and needs of services
 - 2.2 Organise and facilitate meetings
 - 2.3 Appropriately safeguard and develop the confidence of workers in the services
 - 2.4 Recommend alternative processes/structures to improve the service
 - 2.5 Develop and communicate innovative models for service delivery
 - 2.6 Identify and recommend services which can offer additional advice or information
 - 2.7 Provide appropriate information to extend people's awareness of potential outcomes and strategies

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Develop and implement models and strategies, in consultation with the service

PERFORMANCE CRITERIA

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

- 3.1 Discuss a range of options and develop an action plan with relevant people
- 3.2 Include in plan a process for review and follow up
- 3.3 Implement strategies with service personnel as requested and needed
- 3.4 Identify resources to implement the action plan and support the service to gain them
- 3.5 Provide demonstrations as required to assist implementation of new approaches
- 3.6 Provide appropriate support coaching to develop necessary competence
- 3.7 Undertake mediation and negotiation as required to assist in resolving any *conflict*

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:

- Management structures and processes relevant to the service type
- Industrial relations-explain/interpret award, rights and responsibilities of different parties, places to contact for advice
- Legislative requirements for service type
- The development of policies and procedures
- Employment processes
- Budgeting, taxation, superannuation, wages
- Role of external resource person
- Up-to-date knowledge of issues in the sector
- Group dynamics of teams
- Organisation cultures
- Occupational health and safety
- Resources required
- Relevant accreditation principles and service standards

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Integrate a range of current thinking and practice in the area of service delivery to define an operational framework which meets client needs and is consistent with organisation practice
- Act as an expert to influence others

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:
 - conflict resolution and mediation
 - monitoring, coaching, demonstrating
 - promotion of services
 - meetings-chair, facilitate
 - high level communication skills
 - developing written information resources, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - research information that is required
 - reflective practice-awareness of personal bias
 - submission writing
 - lobbying

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.

Identify needs/issues in the service may be via:

- Observation of environment, interactions, practices, equipment, program
- Conversations
- Meetings
- Collecting and analysing data e.g. promotional materials, demographic information, policies, programs
- Analyse feedback from parents, community members etc.
- Visiting service

Issues and needs of services may include:

- Development of administration and management structures and processes
- Viability of service
- Establishment of service
- Communication difficulties
- Unresolved conflict
- Accountability

Information may be provided to the service through:

- Telephone
- Regional/local meetings
- Written materials
- Face-to-face

Conflict may be between:

- Staff and management
- Service and sponsoring body
- Service and funding/legislative representative
- Staff and staff
- Service and community group

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 may be assessed on the job or under simulation
- Assessment may be conducted on one or more occasions but should include demonstration of the capacity to integrate a range of current thinking and practice in the area of service delivery to define an operational framework which meets client needs and is consistent with organisation practice and to act as an expert to influence others

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 of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCORG624C

Provide leadership in community services delivery

Descriptor

This unit describes the knowledge and skills required to apply a leadership role determined and supported by the community

The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop effective *leadership* role

2. Provide direction

PERFORMANCE CRITERIA

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

- 1.1 Identify role, responsibilities and parameters for exercising influence and negotiate with key people in organisation and community to ensure support
- 1.2 Establish authority and accountability according to organisation's guidelines and community requirements
- 1.3 Assess factors that will impact on leadership style and role and address in developing individual and organisation practice
- 2.1 Develop and maintain consultation structures to support coordinated planning and decision-making
- 2.2 Develop and maintain strategic alliances with key people to maximise personal and organisation effectiveness
- 2.3 Routinely model and promote effective communication and interpersonal skills
- 2.4 Implement appropriate continuous improvement processes to ensure ongoing effectiveness of work

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Promote community work and maintain quality performance

PERFORMANCE CRITERIA

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

- 3.1 Research and analyse *factors* that influence effectiveness of performance
- 3.2 Develop and implement *strategies to promote effectiveness of community work*
- 3.3 Research and establish *strategies to develop and maintain quality performance*
- 3.4 Develop, negotiate, promote performance standards and requirements and use to guide organisation and personal work delivery
- 3.5 Negotiate implementation of changes to practices, policies and procedures and promote to gain support

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:

- Models of leadership
- Strategic planning
- Characteristics, relationships, influence and accountability in the community
- Complex cultural awareness and practice
- Policies and theories of community services
- Policies and theories of productivity and human services
- Nature and structure of the community services industry
- Training and education policy systems and provision
- Relevant industrial relations policy, structures and practice
- Relevant legislation
- Research methodologies
- Organisation's guidelines
- Social/political/organisation systems and structures
- Government programs and policies

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high level leadership to communities to enable achievement of common goals
- Influence effective practice in community work and/or the community services industries

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:
 - Leadership based on specified objectives and community factors
 - Strategic planning designed to achieve identified community outcomes
 - Analysis of community relationships
- Demonstrate application of high level skills affecting organisations, industry and the broadest community, including:
 - evaluation
 - communication
 - negotiation
 - analysis
 - developmental practice
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

Factors which may have an impact on community work will include:

- Composition and nature of the community
- Roles, relationships, obligations, accountability and protocol
- Organisation policy and principles
- Resources
- Other agencies, networks, services
- Government role and policies
- Attitudes, values, beliefs

Review of community work may include:

- Internal evaluation
- Internal and external research
- Specifically commissioned research

Leadership may include:

- Direct and indirect influence on attitudes, decisions and action
- Formal and informal roles and positions
- Individual and group roles and positions

Factors influencing effective community services may include:

- Policy
- Organisation
- Service
- Public
- Government
- Social
- Performance standards
- Service standards
- Resources
- Culture
- Skills
- Competence
- Training/education/development
- Career structures
- Industrial structures
- Social/community/political/economic change
- Coordination/leadership
- Image/morale
- Flexibility/adaptability

RANGE STATEMENT

Strategies to promote effectiveness of community work may include:

- Evidence gathering
- Presentation in relevant forums and to key people

Strategies to develop and maintain quality performance may include:

- The development and maintenance of relevant industry and practice standards
- Appropriate utilisation of existing community structures and processes

Requirements for the development of performance and assessment strategies may include:

- Use of existing standards such as:
- Organisation
- Sector
- Industry
- National
- Enterprise
- Individual
- Curriculum/teaching/education provision
- Assessment models/tools
- Appraisal/recognition of prior learning
- Appeals mechanisms
- Recognition/accreditation
- Research/publications/promotion/information

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 can be assessed in the workplace, in the community or in relevant simulation
- Consistency in performance should relate to outcomes required by community leadership

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 of this unit include access to:
 - an appropriate workplace or community or to an environment capable of accurately simulating these

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCORG626B

Manage a service level agreement

Descriptor

This unit describes the knowledge and skills required to develop, implement and evaluate formal client support agreements and partnerships between generalist housing providers and specialist support providers

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Investigate partnership opportunities

2. Negotiate *support* agreement terms and conditions

3. Implement support agreement

PERFORMANCE CRITERIA

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

1.1 Gather and analyse information on potential partners

1.2 Target partners according to organisation needs analysis and strategic directions where appropriate

1.3 Make contact with relevant *partner organisations*

2.1 Conduct negotiations to maintain partnership focus and protect client's interests

2.2 Conduct negotiations in a flexible manner within previously determined parameters

2.3 Clearly define roles and responsibilities of each partner, including level and type of support

2.4 Address confidentiality and privacy issues where appropriate

2.5 Address dispute resolution issues

2.6 Develop and follow communication protocols

2.7 Sign service support agreement

3.1 Negotiate and schedule regular meetings with partners as appropriate

3.2 Consult clients at all stages of implementation

3.3 Develop and use dispute resolution strategies where necessary

3.4 Ensure all reporting requirements are met in accordance with organisation procedures

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Evaluate support agreements

PERFORMANCE CRITERIA

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

- 4.1 Develop criteria for evaluation of partnership
- 4.2 Seek client feedback in the evaluation process
- 4.3 Measure performance against agreed criteria
- 4.4 Amend support agreements and re-negotiate with partner organisation where appropriate

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:

- Funding guidelines
- Referral networks
- Confidentiality and Privacy Act
- Support needs of clients
- Community needs and key issues
- Relationship between service providers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate effective work relationships with relevant organisations
- Negotiate, develop and sign off on a partnership contract
- Demonstrate application of understanding of organisation and community needs

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:
 - negotiation
 - analysis
 - facilitation
 - communication
 - networking
 - referral

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.

Partner organisations may include but are not limited to:

- Women's refuges
- Social housing providers
- Youth refuges
- Aboriginal services
- Mental health teams
- Disability services
- NESB services
- Education providers
- Migrant resource centres
- Local councils
- Drug and alcohol services
- Charities and welfare agencies
- Juvenile justice
- Area health services

Documentation could include but is not limited to:

- Partnership contract/service agreement
- Promotional material
- Protocols
- Dispute process

Relevant legislation may include, but is not limited to:

- Privacy legislation
- Residential Tenancy legislation

Support may include:

- Visits
- Participation in case conferences
- Telephone contact
- Education
- Exchange of reports
- Life skills training
- Emotional support
- Social support
- Legal support
- Referral to other agencies

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
- Evidence must include observation in the work environment or in a simulated work setting

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 of this unit include access to:
 - an appropriate workplace where assessment can take place
 - simulation of realistic workplace setting for assessment

Method of assessment:

- Observation
- Written assessment
- Case studies
- Evidence of materials developed in the workplace
- Questioning

CHCORG627B

Provide mentoring support to colleagues

Descriptor

This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Establish a relationship with *mentoree*
 - 1.1 Use effective communication styles to develop trust, confidence and rapport
 - 1.2 Make agreements on how the mentoring relationship will be conducted including:
 - the amount of time involved for both parties
 - confidentiality of information
 - scope of issues to be covered
 - 1.3 Discuss and clarify expectations and goals with mentoree

2. Offer mentoring support
 - 2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals
 - 2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals
 - 2.3 Encourage the mentoree to make decisions and take responsibility for courses of action or solutions under consideration
 - 2.4 Provide supportive advice and assistance in a manner that allows mentoree to retain responsibility for achievement of their own goals
 - 2.5 Recognise and openly discuss *changes in the mentoring relationship*
 - 2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

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:

- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the role and benefits of mentoring
- Use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Demonstrate application of effective communication styles

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 understanding of mentoring, its role and potential benefits
- Demonstrate application of communication skills including:
 - listening supportively
 - questioning
 - providing feedback constructively
 - challenging limitations
 - non-verbal communication

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.

Mentoree may work within the same or different organisations as the mentor and:

- The mentoring process may apply to any area of organisation or professional endeavour
- Expectation and goals for mentoring may include:
 - acquisition of specific skills
 - progress with overall development
 - individual professional and personal development

Changes in the mentoring relationship may include:

- Inability of one party to continue participation
- Identification of a need for assistance from others with different skills
- Achievement of goals and decision to conclude the relationship
- Changes in the dynamic of the relationship

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
- Assessment must ensure activities are conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague

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

Method of assessment:

- Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated
- Methods must include assessment of knowledge as well as practical skills and may include, for example:
 - evaluation of reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues)
 - interview with the mentoree to evaluate the mentor's skills
 - oral or written questions to assess knowledge of the key concepts of mentoring
 - review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

CHCORG701A

Provide leadership as a practitioner in community services

Descriptor

This unit describes the knowledge and skills required to provide leadership in the practice of one or more disciplines in the community sector

The leadership role includes the development and promotion of effective and where appropriate innovative approaches to achieving outcomes for clients, providing practice supervision of other practitioners and influencing policy and system change

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community sector workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify opportunities for effective *leadership* as a practitioner in the community sector

PERFORMANCE CRITERIA

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

- 1.1 Identify role, responsibilities and parameters for exercising influence in own area of practice
- 1.2 Clarify own vision, values and key strengths in relation to advancing practice in the current environment for future benefits to the community sector
- 1.3 Identify areas of practice in need of improvement and explore innovative approaches to achieve enhanced outcomes for individuals, groups and communities
- 1.4 Identify key people and processes in own and other organisations to support advances in the community sector
- 1.5 Identify barriers and strategies to influence change in an organisation or between organisations
- 1.6 Identify leadership approach to suit the current context and build on own strengths
- 1.7 Assess *factors that may impact* on leadership style and role and address in developing aspects of own and organisation practice

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Work collaboratively with colleagues and other stakeholders

3. Promote and maintain quality performance in community sector work

PERFORMANCE CRITERIA

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

- 2.1 Develop and maintain consultation structures to support coordinated planning and decision-making in relation to enhancing practice to achieve identified outcomes with individuals, groups and communities
 - 2.2 Develop and maintain strategic alliances with key people to maximise personal and organisation effectiveness
 - 2.3 Routinely model and promote effective practice in the community sector
 - 2.4 Implement appropriate continuous improvement processes to ensure ongoing practice effectiveness
 - 2.5 Provide guidance, coaching and mentoring as appropriate to enhance practice in the sector
-
- 3.1 Research and analyse factors that influence effectiveness of performance
 - 3.2 Develop and implement *strategies to promote effectiveness of community sector practice*
 - 3.3 Research and establish *strategies to develop and maintain quality performance*
 - 3.4 Develop, negotiate, promote performance standards and requirements and use to guide organisation and personal practice
 - 3.5 Negotiate implementation of changes to practices, policies and procedures and promote to gain support
 - 3.6 Provide individual or group supervision for other staff

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:

- Literature on models of leadership, influence, mentoring and coaching
- Strategic planning in the context of community services practice
- Widely accepted accountability and transparently processes relevant to the practitioner's work sector
- Awareness of complex cultural issues in the community sector and application of this awareness in an advanced practice context
- Policies and theories underpinning organisation directions, approaches and targeted outcomes in the delivery of community services
- Nature and structure of the community services and health industries
- Literature on policy development and public policy
- Relevant industrial relations policy, structures and practice
- Relevant legislation, regulations and government policies and standards
- Organisation's guidelines both employer's and those of relevant other organisations
- A broad understanding of how the Australian political system and the Australian legal system are structured

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high level leadership/mentoring/coaching to enhance effectiveness of client outcomes in community sector practice
- Influence effective practice in community work and/or the community services industries
- Demonstrate an appropriate approach to leadership/mentoring/coaching in the particular work context and in line with own strengths and vision

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:
 - leadership/mentoring/coaching based on specified objectives and factors
 - strategic planning designed to achieve identified outcomes for individual, group and/or community clients
 - analysis of practice in relation to achievement of identified outcomes
- Demonstrate application of high level practice skills, including:
 - situation analysis
 - stakeholder identification
 - communication, liaison and consultation
 - negotiation
 - networking
 - convening and/or participating in meetings
 - articulate a developmental approach to practice
- Use and coordinate the use of relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

Factors that may impact on practice will include:

- Composition and nature of the service system
- Roles, relationships, obligations, accountability and protocol
- Organisation policy and principles
- Resources
- Other organisations, networks, services
- Government role and policies
- Attitudes, values, beliefs of stakeholders

Review of practice situation may include:

- Client, carer and worker feedback
- Continuous improvement processes
- Internal evaluation
- Internal and external research
- Specifically commissioned research
- Literature review

Leadership may include:

- Direct and indirect influence on attitudes, decisions and action
- Formal and informal roles and positions
- Individual and group roles and positions
- Influencing policy development
- Influencing structures and processes

RANGE STATEMENT

Factors influencing effective community services may include:

- Policy
- Organisation structures and relationships with other organisations
- Service system structure and gaps
- Social and family relationships
- Government directions and initiatives
- Economic and financial factors
- Performance standards
- Service standards
- Resources
- Culture
- Skills
- Competence
- Training/education/development
- Career structures
- Industrial structures
- Social/community/political/economic trends
- Coordination/leadership
- Image/morale
- Flexibility/adaptability

Strategies to promote effectiveness of community sector practice may include:

- Evidence gathering
- Situation analysis
- Presentation in relevant forums and to key people
- Giving and receiving mentoring and/or coaching

Strategies to develop and maintain quality performance may include:

- The development and maintenance of relevant industry and practice standards
- Appropriate utilisation of existing structures and processes
- Training and professional development

RANGE STATEMENT

Development strategies may be based upon:

- Use of existing standards such as:
 - organisation
 - sector
 - industry
 - national
 - enterprise
 - government
- Curriculum/teaching/education provision
- Assessment models/tools
- Appraisal/recognition of prior learning
- Appeals mechanisms
- Recognition/accreditation
- Research/publications/promotion/information

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 can be assessed in the workplace, in the community or in a relevant simulated environment e.g. use of case studies, use of role plays
- Consistency in performance should relate to outcomes required by leadership in area of practice

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 of this unit include access to:
 - an appropriate workplace or community
 - an environment capable of accurately simulating these
 - assessor with a relevant professional background and experience as a practitioner
 - self assessment exercises

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCOSH401A

Support children to participate in outside school hours care

Descriptor

This unit describes the skills and knowledge required to support and guide children's effective participation in outside school hours care

Employability Skills

This unit contains Employability Skills

Application

This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify the support needs of children in outside school hours care

2. Implement appropriate support and guidance strategies in care environment

PERFORMANCE CRITERIA

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

- 1.1 Assess 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 about particular needs of children including cultural, abilities and *developmental* and behavioural needs
 - 1.4 Ensure knowledge of individual children's support and guidance needs is clarified with parents/carers, supervisor and child prior to working with child
 - 1.5 Recognise and support sibling relationships where appropriate in the care environment
- 2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs
 - 2.2 Define and implement appropriate procedures to *minimise effects of aggressive or abusive behaviour* of children
 - 2.3 Use age appropriate approaches and communication to enable children to express their need for support in a range of ways

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Determine effectiveness of individual support provided | 3.1 Design and <i>implement appropriate processes for the review of individual child support needs</i> |
| | 3.2 Access support from supervisor as required to optimise the child's participation in outside school hours care |
| | 3.3 Ensure support provided reflects <i>organisation procedures, industry standards</i> and respect for the child as an individual |
| | 3.4 Regularly consult with supervisor and family to review effectiveness of support provided in outside school hours 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 outside school hours care service |
| | 4.3 Identify and discuss problems experienced in providing support to children and develop alternative strategies in collaboration with supervisor and/or family |
| | 4.4 Make adjustments and implement alternative support strategies as a result of the review process |

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:

- Legislation and industry standards for outside school hours care
- Principles of inclusiveness and diversity in the care environment
- Support strategies for ensuring participation of children in outside school hours care
- Organisation policies, procedures and guidelines
- Child and family specific consultation and engagement principles for seeking feedback on service provision
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
 - excursions and travel situations
 - outdoor and indoor play areas
 - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
 - allergies and related medications
 - basic home fire safety
 - child protection issues
 - safety of staff
- Evaluative processes for outside school hours care
- Strengths-based approaches to support children's participation in outside school hours care
- Human rights declarations and conventions on the rights of the child

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support
- Maintain safety of children in all outside school hours care contexts

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:

- Interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Planning with a team within the outside school hours care environment
- Engagement strategies for children to participate fully in out of school hours program
- Seek feedback from Supervisor about performance
- Identify particular support needs of individual and groups of children
- Respond appropriately to behaviours of risk

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.

Support need may include:

- Communication
- Physical aids/equipment
- Encouragement
- Transport
- Cultural needs/activities
- Life/social skills
- Homework assistance
- Provision of information
- Hygiene issues
- Provision of food and drink
- Linking with siblings and/or peers
- To have needs heard

Appropriate communication techniques may include:

- Focusing attention on the child speaking
- Taking a position close to the child speaking
- Ignoring distractions
- Suspending own opinions and emotions
- Listening with the senses
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Responding to questions
- Checking understanding through restating using own words, summarising or asking questions

Developmental may refer to:

- Cognitive, social, psychological, physical and emotional needs

Minimise effects of aggressive or abusive behaviour may include:

- At risk behaviours
- A range of alternative strategies
- Quick response actions
- Behaviour support plans
- Protocols of behaviour

RANGE STATEMENT

Implement appropriate processes for the review of individual child support needs may include:

- Feedback interviews with parents
- Consultation with supervisor
- Observations of children's participation
- Review of child's records of attendance and participation

Organisation procedures, industry standards may include:

- Ethical behaviour and codes of conduct
- Privacy and confidentiality
- Access and Equity
- Program planning
- Excursions and outings
- Inclusion
- Notifications processes
- Behaviour support
- Accreditation standards

Health and safety issues may include:

- Gates on stairs
- Covers on electrical sockets
- Removal/locking away of dangerous substances.
- Close supervision of any children in kitchens
- Fences and gates, locking mechanisms
- Out of bounds areas
- Vacuuming/sweeping floors to remove small or dangerous objects
- Particularly close supervision in some areas
- Placing babies/infants to sleep in positions recommended for prevention of SIDS
- Children being seated and supervised at meal and snack times
- Sun safe practices

Basic home fire safety includes knowledge of:

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCOSH402A

Develop and implement activities in outside school hours care

Descriptor

This unit describes the skills and knowledge required to develop age and developmentally appropriate activities and programs for children participating in outside school hours care

Employability Skills

This unit contains Employability Skills

Application

This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify activity and/or program needs of children in outside school hours care

2. Prepare activity and/or program plan

PERFORMANCE CRITERIA

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

- 1.1 Collect information about children in outside school hours care through a variety of methods including asking the children
 - 1.2 Observe children to identify strengths and issues
 - 1.3 Use information collected to determine *activity and/or program* needs of children in outside school hours care
 - 1.4 Identify and review a range of possible age appropriate activities and programs that are suitable to the *outside school hours care context*
 - 1.5 Select activity or program based on children's expressed needs, organisation requirements and resource availability
 - 1.6 Ensure knowledge of individual children's support and guidance needs is clarified with parents/carers, supervisor and child prior to working with child
- 2.1 Undertake appropriate planning for activities and programs to ensure children's needs and *organisation requirements* are met
 - 2.2 Plan activities and programs in consultation with children, parents and other stakeholders
 - 2.3 Determine *operational arrangements* for conducting activities and programs and assess feasibility with budgets and timeframes
 - 2.4 Include appropriate *implementation and evaluation strategies* in the activity and program plan
 - 2.5 Ensure planning activities reflect *accepted good practice and industry standards* for working with children in outside school hours care

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Implement outside school hours care activity and/or program

- 3.1 Implement activity or program according to plan, organisation guidelines and relevant industry standards
- 3.2 Provide children with access to a range of activities suited to their developmental needs and interests
- 3.3 Develop *flexible implementation plans* to suit a variety of contexts and to respond to contingencies
- 3.4 Adapt activities and programs to changing needs of the group and dynamics as required
- 3.5 Respond to and manage implementation problems promptly and seek support where necessary from the supervisor

4. Evaluate activities and programs in outside school hours 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
- 4.3 Prepare reports on activity/program outcomes as required

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:

- Legislation and industry standards as they relate to activities delivered in the outside school hours care context
- Planning processes for activities/programs
- Budgetary and timeframe requirements for developing and implementing activities/programs in outside school hours care
- Principles of inclusiveness and diversity in the care environment
- Support strategies for ensuring participation of children in outside school hours care
- Organisation policies, procedures and guidelines for program development, delivery and evaluation
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
 - excursions and travel situations
 - outdoor and indoor play areas
 - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
 - allergies and related medications
 - basic home fire safety
- Evaluative processes for outside school hours care programs
- Strengths-based approaches to support children's participation in outside school hours care
- Development factors relevant to the age group and appropriateness of the activity/program
- Issues related to specific environmental context of care

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support
- Develop, plan and implement age appropriate activities/programs
- Work with individuals and groups to implement activities/programs
- Work autonomously and in teams as required for implementation and evaluation of activities/programs
- Maintain safety of children in all outside school hours care contexts

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 interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Plan with a team in the outside school hours care environment
- Use engagement strategies for children to participate fully in out of school hours program
- Seek feedback from supervisor about performance
- Identify particular support needs of individual and groups of children
- Respond appropriately to behaviours of risk
- Analyse information, data and relationships of children in care
- Effectively use technology for planning activities and programs

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.

Activities and/or programs may include:

- Cultural needs/activities
- Life/social skills
- Homework assistance
- Recreational
- Developmental

Outside school hours care context may include:

- Outdoor use
- Indoor use
- Excursions
- Technology based
- For children aged from 5-12 years
- Before school and after school hours

Organisation requirements may include:

- Within budget
- Adherence to policies
- Health and safety
- Number of children
- Risk analysis

Health and safety issues may include:

- Gates on stairs
- Covers on electrical sockets
- Removal/locking away of dangerous substances
- Adequate supervision at all times
- Fences and gates, locking mechanisms
- Out of bounds areas
- Vacuuming/sweeping floors to remove small or dangerous objects
- Particularly close supervision in some areas
- Children being seated and supervised at meal and snack times
- Sun safe practices

RANGE STATEMENT

Basic home fire safety includes knowledge of:

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

Operational arrangements may include consideration of:

- Number of staff ratios
- Number of children ratios
- Existing activity/program plans
- Contingency plans
- Limitations of expenditure
- Health and safety limitations

Implementation and evaluation strategies may include:

- Facilitating a trial activity
- Seeking feedback from children participating
- Seeking feedback from parents/carers
- Seeking feedback from other staff
- Own reflections and observations

Accepted good practice and industry standards refers to:

- Standards set down by national and/or state/territory bodies responsible for ensuring the standards of care in out of school hours programs
- Any legislated standards and/or regulations of care in out of school hours programs

Flexible implementation plans may include:

- Allowing for contingencies such as
 - changes in the weather
 - variation to numbers of children and ages participating
 - absence of staff
 - budget constraints
 - lack of resources

RANGE STATEMENT

Appropriate communication techniques may include:

- Focusing attention on the child speaking
- Taking a position close to the child speaking
- Ignoring distractions
- Suspending own opinions and emotions
- Listening with the senses
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Responding to questions
- Checking understanding through restating using own words, summarising or asking questions

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCOSH403A

Work effectively with children in outside school hours care

Descriptor

This unit describes the skills and knowledge required to engage and interact with children in outside school hours care services

Employability Skills

This unit contains Employability Skills

Application

This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Communicate effectively with a diversity of children in the outside school hours care context

2. Reflect an understanding of developmental stage of middle childhood

PERFORMANCE CRITERIA

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

- 1.1 Listen to children to gain an understanding of them as individuals in the care environment
 - 1.2 Use *communication strategies* that encourage relationship building and are age appropriate
 - 1.3 Act upon *information that the child provides* about their needs in the care environment
 - 1.4 Use cross cultural communication strategies to engage with children from diverse backgrounds
 - 1.5 *Adjust communication to ensure the inclusion of children with additional needs*
- 2.1 Consider the developmental stage of the child in all actions and decisions
 - 2.2 Evaluate issues in relation to *child's development* and culture and adjust approaches accordingly
 - 2.3 Select *activities* and resources to promote access, equity, diversity and inclusion of all children in the workplace
 - 2.4 Establish guidelines relevant to development age of middle childhood

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Work within the framework of outside school hours care

PERFORMANCE CRITERIA

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

- 3.1 Apply *industry standards and best practice approaches* to working with children in outside school hours care
- 3.2 Ensure duty of care is applied to all job functions
- 3.2 Follow organisation policies and procedures as required
- 3.3 Establish professional relationship and boundaries with children in care and their families
- 3.4 Identify and report children at risk as required by policy
- 3.5 Apply ethical decision-making in the carer role

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:

- Legislation and industry standards as they relate to own job role in outside school hours care
- Principles of inclusiveness, diversity, equity and access in the care environment
- Support strategies for ensuring participation of children in outside school hours care
- Organisation policies, procedures and guidelines for program development, delivery and evaluation
- Strengths-based approaches to support children's participation in outside school hours care
- Development factors relevant to the middle childhood age group and appropriateness of communication and interactions with children in care
- Child focused practices in the care environment
- Statutory obligations relating to children's health and safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Use engagement strategies for children to participate fully in out of school hours program
- Apply engagement skills with children with diverse range of presenting issues and experiences
- Respect and value diversity
- Establish a professional relationship that promotes equity and safe practices

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:

- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support
- Seek feedback from supervisor about performance
- Reflect upon own practice
- Respond appropriately to behaviours of risk
- Analyse information, data and relationships of children in care

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.

Appropriate communication techniques may include:

- Focusing attention on the child speaking
- Taking a position close to the child speaking
- Ignoring distractions
- Suspending own opinions and emotions
- Listening with the senses
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Responding to questions
- Checking understanding through restating using own words, summarising or asking questions

Information that the child provides may include about:

- Self
- Family
- Preferences
- Dislikes
- Emotions
- Relationships
- Activities/programs
- School
- Holidays
- Needs

Adjust communication to ensure the inclusion of children with additional needs may require the use of:

- Interpreters professional or family or siblings
- Pictures and drawings
- Assistive technologies

Child's development includes:

- Social
- Psychological
- Cognitive
- Physical
- Emotional
- Language

RANGE STATEMENT

Activities may include:

- Cultural needs/activities
- Life/social skills
- Homework assistance
- Recreational
- Developmental

Industry standards and best practice approaches refer to:

- Standards set down by national and/or state/territory bodies responsible for ensuring the standards of care in out of school hours programs
- Any legislated standards and/or regulations of care in out of school hours programs

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPA301B

Deliver care services using a palliative approach

Descriptor

This unit describes the awareness, knowledge, skills and values required of a worker in contributing to the care of clients with life-limiting illness and/or normal ageing process within a palliative approach

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply a palliative approach

PERFORMANCE CRITERIA

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

1.1 Differentiate between practices applicable in curative and palliative approaches

1.2 Apply the principles and *aims of a palliative approach* in caring for clients

1.3 Use an approach that reflects an understanding of the client's needs as holistic and extending over time, not just end-of-life

2. Respect client preferences for quality of life choices

2.1 Encourage client, *carers*, family members and/or significant others to share information regarding changing needs and preferences through a supportive environment

2.2 Respect *client's lifestyle*, social context and spiritual needs and document observations in line with care plan

2.3 Respect cultural choices in line with care plan

2.4. Support the freedom of the client, carer, his/her family and /or significant others to discuss spiritual and cultural issues in an open and non-judgemental way within scope of own responsibilities and skills

2.5 Refer further needs and issues to appropriate member of the care team in line with organisation protocols

2.6 Provide emotional support using effective communication skills

2.7 Demonstrate respect for the relationship between the client and carer

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Follow the client's <i>advanced care directives</i> in the care plan | 3.1 Work in a manner reflecting understanding and acceptance of the legal and ethical implications of the need to follow advanced care directives |
| | 3.2 Consistently follow advanced care directives in the care plan in line with own work role |
| | 3.3 Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements |
| | 3.4 Report the client's needs/issues in relation to end-of-life to the appropriate team member for documentation in the care plan |
| | 3.5 Recognise impact of client's end-of-life needs/issues on carers and refer to appropriate member of the care team in line with organisation protocols |
| | 3.6 Deliver services in a manner that supports the right of clients to choose the location of their end of life care |
| 4. Follow end-of-life care strategies | 4.1 Regularly check for any changes on care plan that indicate decisions made by client have been reviewed |
| | 4.2 Provide supportive environment to client, families, carers and those involved in their care at end-of-life |
| | 4.3 Consider client's preferences and culture when providing end-of-life care according to care plan |
| | 4.4 Maintain dignity of the client in undertaking planned end-of-life care and immediately following death |
| | 4.5 Recognise any signs of client's imminent death/deterioration and report to appropriate member of care team in line with organisation requirements |
| | 4.6 Recognise emotional needs of other clients, carers and their families affected and provide support when a death has occurred |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 5. Respond to signs of pain and other symptoms/
discomfort | 5.1 Observe client closely and identify pain and other symptoms in line with care plan directives |
| | 5.2 Document observations of pain and other symptoms and promptly report to appropriate member of care team |
| | 5.3 Implement <i>strategies to promote comfort</i> in line with care plan |
| | 5.4 Regularly evaluate and document effectiveness of implemented strategies |
| | 5.5 Refer to appropriate member of staff any <i>misconceptions</i> in the workplace surrounding the use of pain relieving medication |
| 6. Manage <i>own emotional responses</i> and <i>ethical issues</i> | 6.1 Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor or other appropriate person |
| | 6.2 Acknowledge potential impact of personal responses on self and others and action appropriately |
| | 6.3 Accept need for bereavement care and support of other team members |
| | 6.4 Reflect upon ethical issues and discuss with appropriate person if necessary |
| | 6.5 Follow organisation policies and procedures in relation to managing emotional responses and ethical issues |

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 policies, protocols and practices of the organisation in relation to providing a palliative approach in own work role
- Understanding the palliative approach to care of clients and family
- Understanding complexity of carers' roles, needs and issues
- Awareness of hydration and nutrition requirements during a palliative approach and at end-of-life
- Misconceptions associated with approaches to pain relief and comfort
- Role and function of team members
- Scope of own responsibilities
- Impact of loss and grief on clients, carers and workers
- Understand advanced care directives and providing care in accordance with the care plan
- Understand the goals of pain relief and comfort promotion
- Awareness of diverse cultural aspects
- Identify and access relevant resources
- Awareness of the various signs of imminent death/deterioration
- Principles and philosophy of a palliative approach

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Communicate effectively with clients, their families and other team members using effective listening, sensitive clarification and questioning, recognition of non-verbal cues, and provision of information within level of responsibility
- Use effective communication to ensure a palliative approach is undertaken
- Understand and adhere to own work role/scope and responsibilities
- Use observation skills re: the client's hydration and nutrition and respond in line with care plan
- Identify own attitudes to a palliative approach and end-of-life care
- Identify own beliefs on ageing, spirituality, relationships, sexuality, culture and intimacy
- Identify cultural issues that may impact on a palliative approach
- Work effectively with other team members to achieve principles of palliative approach
- Follow appropriate protocols following death
- Follow organisation policies, protocols and procedures
- Liaise with and report appropriately to supervisor or other members of the team
- Reflect on own performance and attitudes regarding a palliative approach
- Develop and apply a non-judgemental approach
- Informally and formally debrief with other team members and supervisors as necessary
- Report and document observations of clients and their family using the appropriate forms
- Provide care that reduces client's discomfort
- Contribute to a supportive environment that enables clients and their families and other staff members to provide a palliative approach to palliative care
- Use literacy and numeracy skills as required to fulfil work role in a safe manner and as specified by the organisation/service
- Seek clarification and feedback from supervisors, clients and colleagues if unsure of work role
- Use basic problem solving skills to resolve problems of limited difficulty within organisation protocols

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.

Aims of a palliative approach adapted from Guidelines for a Palliative Approach in Residential Aged Care (2004) is:

- An approach linked to palliative care that is used by primary care services and practitioners to improve the quality of life for individuals with a life limiting illness, their caregivers and family
- The palliative approach incorporates a concern for the holistic needs of patients and carers that is reflected in assessment and in the primary treatment of pain and physical, psychological, social and spiritual problems
- Application of the palliative approach to the care of an individual patient is not delayed until the end stages of their illness
Instead, it provides a focus on active comfort-focused care and a positive approach to reducing suffering and promoting understanding of loss and bereavement in the wider community
- Underlying the philosophy of a palliative approach is a positive and open attitude towards dying and death

Using a palliative approach includes:

- Identifying the client, family and carer as the unit of care
- Participating in a team approach to address the needs of client, families and carers ensuring a palliative approach
- Seeking advice from appropriate person
e.g. supervisor or team leader or palliative care team
- Maximising self care and self-determination for the client
- Assisting in the psychological and spiritual aspects of care for the client
- Providing support for clients, family and carer using a palliative approach
- Recognising symptoms of pain, discomfort and other symptoms
- Recognising the signs that death may be imminent
- Practice that reflects an understanding of the impact of a palliative approach in an organisation
- Maintaining the client's dignity
- Understanding the needs of clients approaching end-of-life

RANGE STATEMENT

Sources of loss and grief may include:

- Worker may have experienced a loss of their own and be grieving
- Frequency and number of deaths experienced
- Need to resolve some issues when a client dies
- Different responses to loss and grief of co-workers

Own emotional responses may include:

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
 - crying and feelings of sadness
 - poor concentration
 - fear, anger, silence which may appear singularly or together and prolong the worker's own grief

Misconceptions relating to use of pain relieving medication may include:

- All members of staff should feel confident to ask questions and seek clarification about analgesia, addition and drowsiness as well as when hearing any of the following statements:
 - 'pain relief should only be given for pain that is currently present'
 - 'doctors and nurses are the best judge of a client's pain'
 - 'clients should not receive pain relief until cause is determined'
 - 'clients may become addicted'
 - 'strong analgesics may shorten life'
 - 'pain management alone is not palliative care'
 - 'client may become too drowsy to communicate with family'

Advanced care directives are:

- Sometimes called a 'living will' and describes one's future preferences for medical treatment
- Contains instructions that consent to, or refuse, the future use of specified medical treatments
- Becomes effective in situations where the patient no longer has capacity to make legal decisions

RANGE STATEMENT

Advanced care directives may include:

- Medical treatment preference, including those influenced by religious or other values and beliefs
- Particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example severe brain injury with no capacity to communicate or self care
- How far treatment should go when the patient's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms)
- The wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no one that person would want to make such decisions on their behalf
- A nominated substitute decision-maker that the treating clinician may seek out to discuss treatment decisions
- Other non-medical aspects of care that are important to the person during their dying phase
- Relevant state and territory legislation or guidelines on advanced care directives

Legal implications of advanced care directives:

- As per state and territory legislation or guidelines on advanced care directives

End-of-life ethical decisions may include:

- Ongoing discussion with the client, family, doctor, guardian and organisation to ensure that the client's and/or family's wishes are up-to-date

Client's lifestyle choices may include:

- Personal supports and relationships
- Social activities
- Emotional supports
- Cultural and spiritual supports
- Sexuality and intimacy supports

Life limiting illness describes:

- Illnesses where it is expected that death will be a direct consequence of the specified illness. This definition is inclusive of both a malignant and non-malignant illness
- Life limiting illnesses might be expected to shorten an individual's life expectancy (Standards for Providing Quality Palliative Care to all Australians, Palliative Care Australia, November 2005)

RANGE STATEMENT

Strategies to promote comfort may include:

- Regular observation, reporting and documentation of client's comfort
- Provision of pain relieving measures by appropriate member of staff (see state/territory legislation regarding pain-relieving medications and organisation protocols)
- Other measures to promote comfort and relieve pain - massage, relaxation, distraction, aromatherapy

Carers include:

- Carers are usually family members who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged
- Carers can be parents, partners, brothers, sisters, friends or children. Some carers are eligible for government benefits while others are employed or have a private income (Carers Australia, 2004)

Impact on carers may include:

- Changing nature of carer's role
- Grief due to multiple losses

Guardian refers to:

- A person appointed to make personal and lifestyle decisions for an adult with an impaired capacity
- A guardian can make decisions about an adult's lifestyle and/or health care
- Role to be interpreted in line with individual state and territory legislation or guidelines on definition of guardian

Client:

- May also refer to resident or patient throughout this document

Ethical issues may include:

- Decisions regarding medical treatment
- Conflict that may occur in relation to personal values and decisions made by or for the client

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 of competency will be most appropriately assessed in a simulated workplace and/or in the workplace and under the normal range of workplace conditions
- Assessment will be conducted or evidence gathered over a period of time and cover the normal range of workplace situations and settings
- Consistency of performance should be demonstrated over the required range of situations relevant to the workrole
- Evidence of competence must be demonstrated through a minimum of three (3) different assessment methods, which may include:
 - observation in the workplace
 - written assignments/projects
 - case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
 - questioning
 - role play/simulation

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

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.

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 of this unit include access to:
 - an appropriate workplace where assessment can take place
 - equipment and resources normally used in the workplace

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPA402B

Plan for and provide care services using a palliative approach

Descriptor

This unit describes the knowledge and skills required of a worker in contributing to the development, implementation, evaluation and communication of a care plan for clients with life-limiting illness and/or normal ageing process in a team environment using a palliative approach

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Plan a palliative approach to *client* care

2. Support clients to identify their preferences for quality of life choices

PERFORMANCE CRITERIA

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

1.1 Reflect an understanding of the difference between curative and palliative approaches in contributing to client care planning

1.2 Contribute to care plan to address in a holistic way client needs that may extend over time not just end-of-life

1.3 Apply the principles and *aims of a palliative approach* in contributing to development of care plan

2.1 Consult clients, family members, significant others and *carers* to identify and share information regarding changing needs and preferences

2.2 Respect client lifestyle, social context and spiritual needs in developing the care plan

2.3 Respect cultural choices in line with care plan

2.4 Support the freedom of the client, his/her family, carer and significant others to discuss spiritual and cultural issues in an open and non-judgemental way within scope of own responsibilities and skills

2.5 Demonstrate respect for the roles of the client and carer in planning and delivering care

2.6 Address any client issues in line with own responsibilities or refer them to the appropriate member of the care team in line with organisation requirements

2.7 Provide emotional support using effective communication skills

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. Terms in italics are elaborated in the Range Statement.
3. Support the incorporation of <i>advanced care directives</i> within the care plan	<p>3.1 Demonstrate an understanding of the legal and ethical implications of advanced care directives and communicate them to all staff according to organisation policy</p> <p>3.2 Support the process of <i>end-of-life ethical decisions</i> agreed by client and family, as documented in the care plan by an appropriate staff member in line with organisation policy</p> <p>3.3 Report the client's needs/issues in relation to end-of-life to the appropriate team member for documentation in the care plan</p> <p>3.4 Observe any <i>impact on carers</i> of client's end-of-life needs/issues and provide support</p>
4. Contribute to the development of and implementation of end-of-life care strategies	<p>4.1 Respect client's preferences including cultural and spiritual wishes when contributing to an end-of-life care plan</p> <p>4.2 Respect the dignity of the client when planning end-of-life care and immediately following death</p> <p>4.3 Observe any signs of a client's imminent death/deterioration and report to an appropriate member of the care team in line with organisation requirements</p> <p>4.4 Provide a supportive environment for the client, families, carers and those involved in their care at end-of-life</p> <p>4.5 Inform other staff that decisions made by the client are reviewed regularly as indicated by changes on the care plan</p> <p>4.6 Recognise and support emotional needs of other clients and their families and/or carers affected when a death occurs</p> <p>4.7 Prepare client, family, other staff and self for any distressing end-of-life events within own responsibilities</p>

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 5. Take action to alleviate pain and other end-of-life symptoms experienced by client/resident | 5.1 Plan and document in care plan strategies to promote comfort in collaboration with supervisor and/or other health professional |
| | 5.2 Assess resident/client need for pain and other symptom relief in line with care plan and report to supervisor and/or other health professional |
| | 5.3 Provide pain relief in line with relevant legislation and organisation policy and care plan |
| | 5.4 In consultation with supervisor and/or other health professional, provide appropriate information about the use of pain relieving medication and other treatments to staff, clients and their family |
| | 5.5 Observe, report and document effectiveness of interventions for symptom relief |
| | 5.6 Communicate ineffectiveness of interventions to supervisor and/or other health professional and document |
| 6. Identify and manage <i>emotional responses in self and others</i> | 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 available such as bereavement care |
| | 6.4 Follow organisation policies and procedures in relation to emotional welfare of self, team members, clients and family |
| | 6.5 Assist colleagues to debrief and discuss bereavement care |
| | 6.6 Identify other strategies/resources available for debriefing |
| | 6.7 Evaluate effectiveness of emotional response strategies |

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:

- Awareness of relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care
- Identifying and accessing relevant resources
- Understanding the palliative approach to care of clients and their family
- Awareness of diverse cultural aspects
- Understanding the complexity of carer's needs and potential issues
- Understanding of own role and responsibilities, and those of other team members involved in delivering a palliative approach and care
- Impact of loss and grief on clients, carers and workers
- State and Territory legislation on advanced care planning and advanced care directives
- Ethical and legal issues related to a palliative care approach
- Basic information about the use of pain relieving medication for staff, client and their family and within level of responsibility
- Awareness of hydration and nutrition requirements during a palliative approach and at end-of-life
- Awareness of the various signs of imminent death/deterioration

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Communicate effectively with clients, their families, carers and other team members using effective listening, sensitive clarification and questioning, recognition of non-verbal cues, and provision of information within level of responsibility
- Share knowledge and information with other team members regarding the palliative approach
- Contribute to the provision of an environment that supports clients and their families and ensures other staff members are able to provide a palliative approach to palliative care
- Understand and adhere to own responsibilities and ensure other staff are aware of their roles and responsibilities
- Document clearly advanced care directive and end-of-life needs on care plan and report to appropriate person
- Intervene appropriately in accordance with care plan in the care of clients with pain relief and other symptom and comfort promotion
- Assess effectiveness of pain relief and comfort strategies
- Identify and reflect on own performance and attitudes regarding a palliative approach and end-of-life care
- Identify and document cultural and spiritual issues that may impact on a palliative approach
- Be supportive of team members to undertake informal and formal debriefing as necessary
- Contribute to and initiate problem solving processes to resolve issues as necessary
- Use literacy and numeracy skills as required to fulfil work role in a safe manner and as specified by the organisation

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.

Aims of a palliative approach adapted from Guidelines for a Palliative Approach in Residential Aged Care (2004) is:

- An approach linked to palliative care that is used by primary care services and practitioners to improve the quality of life for individuals with a life limiting illness, their caregivers and family
- The palliative approach incorporates a concern for the holistic needs of patients and carers that is reflected in assessment and in the primary treatment of pain and physical, psychological, social and spiritual problems
- Application of the palliative approach to the care of an individual patient is not delayed until the end stages of their illness
Instead, it provides a focus on active comfort-focused care and a positive approach to reducing suffering and promoting understanding of loss and bereavement in the wider community
- Underlying the philosophy of a palliative approach is a positive and open attitude towards dying and death

Using a palliative approach includes:

- Identifying the client, family and carer as the unit of care
- Participating in a team approach to address the needs of client, families and carers ensuring a palliative approach
- Seeking advice from appropriate person
e.g. supervisor or team leader or palliative care team
- Maximising self care and self-determination for the client
- Assisting in the psychological and spiritual aspects of care for the client
- Providing support for clients, family and carer using a palliative approach
- Recognising symptoms of pain, discomfort and other symptoms
- Recognising the signs that death may be imminent
- Practice that reflects an understanding of the impact of a palliative approach in an organisation
- Maintaining the client's dignity
- Understanding the needs of clients approaching end-of-life

RANGE STATEMENT

Issues of loss and grief may include:

- Experiences of the worker of their own loss and grief
- Ability of worker to address loss and grief when a client dies
- Frequency and number of deaths experienced
- Acknowledge the need to resolve some issues when a client dies
- Support of co-workers in their response to loss and grief

Emotional responses in self and others may include:

- A range of emotions that may be demonstrated or displayed as a response to the process of loss and grief, for example:
 - crying and feelings of sadness
 - poor concentration
 - fear, anger, silence which may appear singularly or together and prolong the worker's own grief

Advanced care planning refers to:

- The process of preparing for likely scenarios near end of life and usually includes assessment of, and dialogue about a person's understanding of their medical history and condition, values, preferences and personal and family resources
- Advanced care planning elements are the written directive and an appointment of a substitute decision-maker
- As per state and territory legislation or guidelines on advanced care planning

RANGE STATEMENT

- Advanced care directives are:*
- Sometimes called a 'living will' and describe one's future preferences for medical treatment
 - Contain instructions that consent to, or refuse, the future use of specified medical treatments
 - Become effective in situations where the patient no longer has capacity to make legal decisions
 - Are to be in alignment with state and territory legislation or guidelines on advanced care planning
 - Are to be completed as one component of the broader advanced care planning process. Documenting advanced care directives is not compulsory as the person may choose to verbally communicate their wishes to the doctor or family, or appoint a substitute decision-maker to make decisions on their behalf.
- Examples of advanced care directives are:
- medical treatment preference, including those influenced by religious or other values and beliefs
 - particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example severe brain injury with no capacity to communicate or self care
 - how far treatment should go when the patient's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms)
 - the wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no one that person would want to make such decisions on their behalf
 - a nominated substitute decision-maker that the treating clinician may seek out to discuss treatment decisions
 - other non-medical aspects of care that are important to the person during their dying phase
- Legal implications of advanced care directives:*
- As per state and territory legislation or guidelines on advanced care directives
- End-of-life ethical decisions may include:*
- Ongoing discussion with the client, family, doctor, *guardian* and organisation to ensure that the client's and/or family's wishes are up-to-date

RANGE STATEMENT

Client's lifestyle choices may include:

- Personal supports and relationships
- Social activities
- Emotional supports
- Cultural and spiritual supports
- Sexuality and intimacy supports

Life limiting illness describes:

- Illnesses where it is expected that death will be a direct consequence of the specified illness
- This definition is inclusive of both a malignant and non-malignant illness
- Life limiting illnesses might be expected to shorten an individual's life expectancy (Standards for Providing Quality Palliative Care to all Australians, Palliative Care Australia, November 2005)

Strategies to relieve pain may include:

- Regular assessment and effectiveness of strategies are documented
- Comfort measures using a range of therapies as requested by the client, carer and/or family
- Environmental aspects such as room heating and cooling
- Pain relieving medication to be administered by a Registered Nurse or endorsed Enrolled Nurse in line with state/territory legislation
- Pain relieving therapies other than medication to be administered by appropriate staff member
- Psychological, cultural and spiritual activities
- Other measures to promote comfort and relieve pain - massage, relaxation, distraction, aromatherapy

Carers include:

- Carers are usually family members who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged
- Carers can be parents, partners, brothers, sisters, friends or children. Some carers are eligible for government benefits while others are employed or have a private income (Carers Australia, 2004)

Impact on carers may include:

- Changing nature of carer's role
- Grief due to multiple losses

RANGE STATEMENT

Guardian refers to:

- A person appointed to make personal and lifestyle decisions for an adult with an impaired capacity. A guardian can make decisions about an adult's lifestyle and/or health care
- Role to be interpreted in line with individual state and territory legislation or guidelines on definition of guardian

Client:

- May also refer to resident or patient throughout this document

Ethical issues may include:

- Decisions regarding medical treatment
- Conflict that may occur in relation to personal values and decisions made by or for the client

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 of competency will be most appropriately assessed in a simulated workplace and/or in the workplace and under the normal range of workplace conditions
- Assessment will be conducted or evidence gathered over a period of time and cover the normal range of workplace situations and settings
- Consistency of performance should be demonstrated over the required range of situations relevant to the workrole
- Evidence of competence must be demonstrated through a minimum of three (3) different assessment methods, which may include:
 - observation in the workplace
 - written assignments/projects
 - case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
 - questioning
 - role play/simulation

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

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.

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 of this unit include access to:
 - an appropriate workplace where assessment can take place
 - equipment and resources normally used in the workplace

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPAS401A

Undertake pastoral care work

Descriptor

This unit describes the knowledge and skills required to provide pastoral care

Employability Skills

This unit contains Employability Skills

Application

This unit may be applied in a range of pastoral care work contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify the issue

PERFORMANCE CRITERIA

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

1.1 Seek information to determine the range of issues that may be affecting the client within organisation policies and procedures regarding privacy and confidentiality

1.2 Assess well being and needs of the client

1.3 Analyse circumstances and clarify and clearly define the issue/s

1.4 Provide information on the availability of *pastoral care* services

1.5 Determine manner of *pastoral care* to be provided, develop an appropriate program and discuss with client

2. Provide pastoral care

2.1 Use *communication skills* to assist the client to identify areas of concern

2.2 Define boundaries and use communication skills that will establish a trusting and respectful relationship

2.3 Provide opportunity for client to disclose personal impressions and experiences

2.4 Determine own capacity to meet client needs and refer to *appropriate personnel or agencies* if appropriate

2.5 Provide pastoral care within an agreed timeframe, confidentiality requirements, and in accordance with *ethical and moral guidelines*

2.6 Support significant others including family members where relevant and appropriate

2.7 Organise the involvement of *community based religious and spiritual care providers* where appropriate

2.8 Assist other practitioners/team members to understand the *role of pastoral care workers*

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|-------------------------|---|
| 3. Review pastoral care | 3.1 Evaluate provision of pastoral care with the client
3.2 Review previous support
3.3 Evaluate need for ongoing and/or additional support and discuss with supervisor
3.4 Negotiate changes to pastoral care plan with the client
3.5 Reflect on own performance and seek to improve practice |
| 4. Maintain records | 4.1 Document pastoral care in accordance with <i>organisation policies and procedures</i>
4.2 Maintain records in accordance with organisations policies and procedures |

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:

- Understanding of own work role and responsibilities
- Pastoral care traditions and practices
- Awareness of cultural perspectives on spirituality and major denominational doctrines, worship and practices
- Specialised information sources
- Research techniques
- Analysis and interpretation
- Professional codes of practice and behaviour
- Ethical standards and codes of conduct in relation to pastoral care workers e.g. Australian Health and Welfare Chaplains Association's Health care chaplaincy standards
- Verbal and non-verbal communication techniques including body language, language styles, active listening and questioning
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Referral mechanisms
- Principles and practices of confidentiality and privacy
- Principles and practices for establishing and maintaining appropriate interpersonal relationships

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Follow organisation policies and protocols
- Promote the pastoral care needs of clients
- Ensure adequate pastoral support for clients
- Liaise and report appropriately
- Adhere to own work role and responsibilities
- Adopt non-judgemental and accepting attitudes when establishing and maintaining relationships
- Take part in and facilitate interpersonal exchanges with groups and individuals, selecting language styles suitable to audience and context for the purpose of establishing, maintaining and development relationships, exploring issues and/or problem solving
- Provide positive and empathetic feedback
- Actively listen, summarise and clarify ideas
- Meet denominational or multi-faith requirements
- Demonstrate sensitivity towards cultural differences and personal beliefs without imposing own beliefs
- Provide information on ethical, religious and pastoral matters
- Coordinate the involvement of community based religious and spiritual care providers
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with occupational health and safety (OHS) guidelines

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.

- Pastoral care may include:*
- Support or advice in relation to personal, vocational, religious, spiritual, morale, moral, ethical or physical circumstances
 - Spiritual support or advice
 - Formal or informal support
 - Marriage and relationship counselling
- Communication skills include:*
- A variety of non-aggressive interrogative techniques and questioning styles
- Ethical and moral guidelines may include:*
- Professional codes of practice
 - Ethical standards
 - Denominational or multi-faith guidelines
- Appropriate personnel or agencies may include:*
- Other community services or health agencies
 - Other denominations or religious groups
 - Careers advisers
 - Life coaches
- Community based religious and spiritual care providers may include:*
- Faith based groups
 - Faith based care organisations and charities
 - Faith based welfare groups
 - Faith based NGO's
 - Local churches
 - Christian care organisations and charities
- Role of pastoral care workers includes:*
- Human resources management
 - Pastoral care of co-workers
 - Pastoral care of clients
- Appropriate communication and relationship building processes may include:*
- Courtesy
 - Empathy
 - Non-judgemental care
 - Observing and listening
 - Respect of individual differences

RANGE STATEMENT

Organisation policies and procedures may include:

- Professional practice guidelines
- Confidentiality
- OHS policy and procedures

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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
- Resources required for assessment include access to:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

CHCPOL301B

Participate in policy development

Descriptor

This unit describes the knowledge and skills required to participate in research and consultation processes which inform policy development

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Assist in the policy development of the organisation

2. Contribute to collection of data for research purposes

PERFORMANCE CRITERIA

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

- 1.1 Provide information to supervisor when requested, about impact of organisation policies on clients and *relevant others*
 - 1.2 Provide views and opinions of clients and relevant others to supervisor when requested
 - 1.3 Report concerns regarding job responsibilities to supervisor
 - 1.4 Relate suggestions on changes to policy to supervisor when requested
-
- 2.1 Undertake data collection in the manner prescribed
 - 2.2 Carry out *research and consultation with clients* and relevant others under guidance of supervisor
 - 2.3 Follow organisation policies and procedures when conducting research and consultation
 - 2.4 Complete research and consultation within established timeframes
 - 2.5 Gather information in a manner that respects cultural and individual differences
 - 2.6 Maintain confidentiality of information gathered
 - 2.7 Provide information gathered to supervisor in the format requested

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:

- Organisation policies impacting on the worker's own area of responsibility
- Aspects of government policies directly related to own area of responsibility
- The limits of worker's role and competence

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate participation in policy development:
 - in relation to own area of responsibility
 - employing either verbal or written means to provide information and feedback
 - as part of a team, or as required in the workplace

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:
 - questioning and clarification, on a familiar workplace issue/topic/research policy:
 - . language used may be English or a community language
 - report writing, on a familiar workplace issue/topic/research policy:
 - . reports may vary in complexity from filling in a set form to writing a short report
 - . literacy support available in the workplace to complete reports may vary from support and assistance from a supervisor to no support available
 - . language used may be English or community language
 - Group participation

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.

Information and feedback for policy development processes may be provided:

- Verbally
- Or written
- At formal or informal meetings

Relevant others may be:

- Family members
- Other services

Consultation with clients may be:

- In language appropriate to the client group spoken, signed, gestures
- Using oral, written or visual methods
- Using third party translator/interpreter

Research and information may be sought on:

- Emergencies
- Occupational health and safety
- Referrals
- Reporting
- Philosophy
- Goals, objectives, targets
- Recording
- Accountability
- Code of conduct and ethical behaviour
- Duty of care

Research and consultation may include:

- Asking set questions as specified by supervisor
- Helping client or relevant others to fill in a questionnaire

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 is 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

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 of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

CHCPOL402B

Contribute to policy development

Descriptor

This unit describes the knowledge and skills required to develop and analyse policies which impact on the client group and the work of the organisation

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Review existing policies
 - 1.1 Identify relevant organisation and other policies and assess them for relevance to the organisations objectives and effectiveness
 - 1.2 Consult clients and other stakeholders about their views on policies
 - 1.3 Document and present reviews of policies in a format appropriate to the purpose of the review, the context, and the receiver

2. Contribute to *research* for policy advice
 - 2.1 Identify, plan and implement research and consultation strategies appropriate to the worker's role in the research process within timeframes, resource constraints and agreed processes
 - 2.2 Collate, report and present research and consultation outcomes in a format appropriate to the research process, the purpose of the research, the context and the receiver
 - 2.3 Identify factors impacting on quality or outcomes of research or consultation and incorporate in reports

3. Provide briefing materials on policy issues
 - 3.1 Prepare briefing materials as required in a format appropriate to audience, purpose and context
 - 3.2 Draw on expertise and role of worker and organisation for briefing materials
 - 3.3 Incorporate reasoned argument and evidence into briefing materials

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Promote informed policy debate

PERFORMANCE CRITERIA

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

- 4.1 Identify *strategies to stimulate informed debate* appropriate to the worker's role in policy development, community education or client service delivery in consultation with other workers and management
- 4.2 Implement strategies to stimulate informed debate within timeframes, resource allocations and agreed processes
- 4.3 Where necessary, implement strategies to translate policy materials into language/s easily understood by clients and other stakeholders
- 4.4 Develop strategies that enable exchange of views and information between policy initiators, clients and other stakeholders

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria

These include knowledge of:

- Organisation policies impacting on the worker, the organisation and its target groups
- Government and other policies impacting on the issue under consideration, and the organisation and its target groups
- The contexts for policies, people and the organisation
- Research and consultation techniques
- The limits of the worker's own role and competence and the organisation's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of skills to:
 - policies within own organisation
 - policies within networks or associations
 - policies directly related to own work role and areas of expertise
 - policies for target groups relevant to the organisation
- Demonstrate involvement with stakeholders relevant to the organisation and the policy issue under consideration

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 evidence and arguments
- Demonstrate reasoning, including identification of implications and consequences of particular courses of action
- Apply consultation and research methodologies
- Demonstrate application of skills in:
 - report writing, including translation of complex concepts into simple language or images
 - public speaking addressing a group
 - group participation
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Research may be:

- Survey
- Qualitative
- Quantitative

Information gathering and consultation techniques may include:

- Interview structured, semi-structured and unstructured, group and individual
- Conversation by phone or face-to-face
- Observation and listening
- Collection of materials e.g. Printed material and videos
- Attendance at workshops, meetings and forums
- Questionnaires and other basic survey instruments

Strategies to stimulate informed debate will involve:

- Employing a range of communication styles, modes and media
- Employing any of the consultation techniques identified in the Range Statement
- Employing networking strategies

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

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 of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPOL403B

Undertake research activities

Descriptor

This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Prepare a research plan
 - 1.1 Ensure views and interests of *stakeholders* are reflected in the research methodology and it and is compatible with ethical considerations
 - 1.2 Select research methodology suitable to needs, purposes and resources and to maximise credibility of outcomes
 - 1.3 Select and use research strategies appropriate to ~~client group~~, subject matter being researched, the outcomes sought and the resources available
 - 1.4 Ensure research plan incorporates strategies for validating research outcomes

2. Implement appropriate research strategies
 - 2.1 Determine and allocate resources needed to conduct research
 - 2.2 Ensure collection, recording and storage of all relevant information is timely and will ensure validity, confidentiality and security
 - 2.3 Identify a representative range of people and groups with an interest in the issues and consult them in appropriate ways to ensure validity of outcomes
 - 2.4 Undertake consultation according to agreed practices and protocol of own and other agencies
 - 2.5 Consider cultural sensitivities and ethical issues in all consultation

3. Organise and analyse information
 - 3.1 Organise information in a form that allows analysis and suits the research purposes
 - 3.2 Develop patterns in the data and derive explanations, maintaining validity and reliability

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Report the findings of the research

PERFORMANCE CRITERIA

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

- 4.1 Report complete and accurate details of the research methodology, information and analysis in an accessible and useable style and format
- 4.2 Provide opportunities for validation of research findings
- 4.3 Report research results and make them available to all relevant stakeholders

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:

- Current and suitable research methodologies, including community based research and participatory research
- Research interview techniques, including consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues
- Research ethics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out research activities that are directly relevant to the organisation and/or the community

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:
 - consultation methods
 - complex communication
 - negotiation with a wide range of known and unknown stakeholders
 - interpretation and analysis of data
 - networking
 - written/oral presentation
- Utilise relevant information technology effectively in line with occupational health and safety (OHS) guidelines

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.

The contexts for undertaking research may include:

- Preparation of a range of organisation information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management
- Responsibility for research specific to a service, its stakeholders, interests and relationship with the wider community
- Specific community or client interests and issues

Stakeholders may be:

- Within the organisation
- Within the community
- In other areas of delivery and other services, agencies
- In the education/training field
- Other specialists
- Management
- Community leaders
- Recipients of the service delivery

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

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 of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPOL404A

Undertake policy review

Descriptor

This unit describes the knowledge and skills required to analyse and review policies which impact on the client group and the work of the organisation

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Review existing policy
 - 1.1 Identify a policy and review within appropriate timeframe, resource constraints and agreed processes
 - 1.2 Gather relevant *documentation* to assist in the policy analysis and review process
 - 1.3 *Undertake relevant research* to determine policy context including impact of other policies and relevant legislation
 - 1.4 Develop relevant documentation to support the consultation process
 - 1.5 Consult relevant stakeholders about their views on policy

2. Provide briefing materials or report on policy issues
 - 2.1 Collate and analyse findings of the research and consultation processes
 - 2.2 Identify factors impacting on research or consultation processes and incorporate into briefing material
 - 2.3 Incorporate reasoned argument, evidence and recommendations into report
 - 2.4 Prepare report in a format appropriate to audience, purpose and context
 - 2.5 Provide report to stakeholders and *decision-makers* for consideration

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Policies impacting on the issue under consideration
- The contexts for policies, people and the organisation
- Basic research and consultation techniques

The candidate must also be able to demonstrate relevant 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, such as knowledge of:

- The limits of the worker's own role and competence and the organisation's role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Review and analyse relevant organisation, government or other applicable policy
- Consult with relevant stakeholders
- Develop appropriate documentation to support review process

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 involvement with stakeholders relevant to the organisation and the policy issue under consideration
- Demonstrate reasoning, including identification of implications and consequences of particular courses of action
- Demonstrate application of skills in:
 - report writing, including translation of complex concepts into simple language or images
 - effective use of relevant information technology

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.

Undertake relevant research may include:

- Survey
- Qualitative
- Quantitative

Information gathering and consultation techniques may include:

- Interview structured, semi-structured and unstructured, group and individual
- Conversation by phone or face-to-face
- Observation and listening
- Collection of materials e.g. Printed material and videos
- Attendance at workshops, meetings and forums
- Questionnaires and other basic survey instruments

Decision-makers may include:

- Managers
- Coordinators
- Boards of management
- Auspice bodies
- Policy officers
- Other relevant parties

Documentation may include:

- New or amended policies
- New or amended procedures
- Fliers or fact sheets about the changes
- New or amended brochures, pamphlets
- Articles for newsletters or staff bulletins
- Memos
- Staff meeting presentation materials
- Internet notices (WebPages, bulletin boards etc)
- Emails
- Reports

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy review to take place

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 of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPOL501A

Access evidence and apply in practice

Descriptor

This unit describes the knowledge and skills required to access and judiciously use the current best practice and evidence to guide decisions for improving client outcomes

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to work in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Prepare to gather appropriate evidence

2. Research and assess evidence-based best practice

PERFORMANCE CRITERIA

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

- 1.1 Assess the *need for change in current practice*
 - 1.2 Identify and apply appropriate *strategies to define the problem and/or the desired outcome*
 - 1.3 Determine desired *outcome indicators*
 - 1.4 Determine *the level of evidence* appropriate to the issue
 - 1.5 Determine the *quality, relevance and strength* needs of the evidence
 - 1.6 Determine plan to access, critically appraise and incorporate evidence results into practice
-
- 2.1 Gather appropriate evidence from a *range of sources*
 - 2.2 Determine relevance, reliability and currency of evidence
 - 2.3 Assess the strength of the evidence base in the context of applicability to the work setting
 - 2.4 Assess the feasibility, benefits and risks associated with the evidence

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. Terms in italics are elaborated in the Range Statement.
3. Develop possible practice changes	<ul style="list-style-type: none">3.1 Identify the proposed changes to current practice, based on evidence3.2 Identify tensions between evidenced based practice and client wants and choices3.3 Develop a plan for implementing proposed changes, including resources and timeframes3.4 Develop risk management plan for the proposed changes3.5 Determine the outcome indicators for the proposed changes3.6 Plan for changed practice in a context of client and staff confidentiality and safety
4. Implement and evaluate changes in practice	<ul style="list-style-type: none">4.1 Secure informed consent from clients and others involved in the implementation4.2 Conduct practice according to implementation plan4.3 Conduct evaluation of the changed practice4.4 Report findings of the changed practice according to organisation policy and procedures
5. Integrate and maintain change in practice	<ul style="list-style-type: none">5.1 Develop strategies to implement and maintain change in practice5.2 Communicate proposed changes to relevant stakeholders and secure agreement5.3 Provide <i>relevant others</i> with necessary information and training5.4 Integrate changes into standards of practice, according to accepted strategies according to organisation requirements5.5 Monitor the process and outcomes5.6 Report results and findings according to organisation requirements

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:

- Principles of evidence-based practice
- Models of evidence-based practice
- Difference between evidence-based practice, continuous quality improvement and research
- Outcome based practice
- Requirements of systematic review
- Rules of evidence
- Organisation policy and procedures
- Duty of care requirements associated with evidence-based practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify practices requiring change
- Communicate with stakeholders
- Gather and analyse evidence
- Identify possible practice changes based on evidence

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:
 - problem solving
 - research
 - benchmarking
 - continuous quality improvement projects and reviews

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.

The need for change in current practices may include:

- Individual client needs
- Systems needs
- Barriers that prevent the delivering of quality services, including client outcomes
- Problems or systems not allowing growth

Strategies to define the problem and/or the desired outcome may include:

- Including stakeholders
- Collecting internal data about current practice
- Comparing internal/external data (benchmark)

Level of evidence may include:

- Systematic review
- Randomised controlled trial/s
- Pseudo-randomised control trial/s
- Comparative studies of concurrent controls
- Case control studies
- Interrupted time series with control group
- Comparative studies with historical control
- Single-arm studies
- Interrupted time series without parallel group
- Case series

Quality refers to:

- The quality of methods used to minimise bias

Relevance refers to:

- The relevance of the outcome measures used and applicability of the study results to other interventions, clients and settings

Strength refers to:

- The magnitude, precision and reproducibility of the intervention effect

Range of sources of evidence may include:

- Literature
- Practice expertise
- Client preferences

Outcome indicators may include:

- Data collected re effectiveness of an intervention
- Client feedback
- Anecdotal reports from staff, family and carers

RANGE STATEMENT

Relevant others may include:

- Clients
- Family and carers
- Staff
- Other workers in the field

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 of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

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
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place
 - simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment

CHCPOL504B

Develop and implement policy

Descriptor

This unit describes the knowledge and skills required to develop and apply policy initiatives in the workplace

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Research and consult with others to develop policies

PERFORMANCE CRITERIA

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

- 1.1 Evaluate existing organisation, government and other policies relevant to issue to determine their currency and relevance for organisation and its clients
- 1.2 Undertake *appropriate research* and consultation to contribute to policy development and document in accordance with organisation policies and procedures
- 1.3 Consult relevant *stakeholders* throughout policy development process to ensure relevance and acceptance of the product
- 1.4 Provide appropriate mechanisms to facilitate open constructive discussion about policy issues and their possible resolution
- 1.5 Develop policies that reflect the culture, values and objectives of the organisation
- 1.6 Ensure policies include implications for resourcing implementation and review mechanisms

2. Test draft policies

- 2.1 Develop an appropriate consultation plan and implement to test and review draft policies
- 2.2 Discuss policy implementation issues, including monitoring and evaluation processes, with relevant personnel and modify policy as appropriate
- 2.3 Notify those affected by changes to policies in time to take remedial action

3. Develop policy materials

- 3.1 Prepare policy materials in a format and style to facilitate understanding and implementation of the policy
- 3.2 Develop policy proposals that acknowledge a range of sources, interest groups and applications

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

4. Implement and review policies

- 4.1 Develop and follow policy implementation plan maximise impact of new and revised policies
- 4.2 Develop and utilise strategies to ensure wide dissemination of policy information
- 4.3 Develop and implement evaluation plan to ensure ongoing review of policies and maximise input from clients and stakeholders
- 4.4 Review policies in accordance with organisation policies and procedures
- 4.5 Promote policies relevant to the organisation's operation to key clients and stakeholders in an appropriate manner utilising a range of strategies
- 4.6 Utilise feedback received during marketing and promotion to review policies

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:

- Principles and practices of policy development
- Relevant policy at global, national, state, regional and local levels
- Key stakeholders at local, national and state level
- Organisation consultation processes
- Evaluation and review processes
- Organisation business and corporate plans and philosophy
- Funding bodies and their requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake consultation with others
- Test draft policies before implementation
- Review policies for their effectiveness once implemented

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:
 - documentation and report writing
 - policy development
 - research and consultation
 - promotion

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.

Appropriate research may include:

- State, national or local level
- Written or oral sources of information

Stakeholders may include:

- Colleagues
- Clients
- Families and significant others
- Other organisations
- Funding bodies
- Community groups
- Management
- Government agencies

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment must include all stages of developing and implementing policy

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 of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPOL505B

Manage research activities

Descriptor

This unit describes the knowledge and skills required to initiate, manage and act upon research and the resultant recommendations

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. *Initiate research efforts*
 - 1.1 Identify and define need for further research and develop proposals in consultation with relevant stakeholders
 - 1.2 Develop research concepts, designs and proposals and test with relevant stakeholders according to needs, timeframes, *resources* and desired outcomes
 - 1.3 Assess feasibility of research proposals against determined *criteria*
 - 1.4 Provide opportunities to encourage participation in research activities
 - 1.5 Incorporate issues related to ethics, validity and reliability in research designs
2. Identify and acquire resources
 - 2.1 Devise and implement strategies to obtain and use necessary human, financial and physical resources to achieve research outcomes
 - 2.2 Make written and oral submissions to obtain the resources, addressing standard requirements for *funding* and usual organisation practice
3. Supervise research being undertaken
 - 3.1 Implement work plan and budget, considering resource and time constraints, and negotiate with all research workers and participants, if relevant
 - 3.2 Regularly monitor progress against the work plan and budget and make changes as necessary
 - 3.3 Create and act on opportunities for feedback, support, advice and debriefing for research workers to ensure quality outcomes
 - 3.4 Create opportunities for stakeholders to *evaluate research* findings and process

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

4. Interpret and act on analysis of research

- 4.1 Derive recommendations from analysis of the research to address desired outcomes
- 4.2 Test validity and reliability of research findings against original research plan and confirm with key stakeholders
- 4.3 Where appropriate, make recommendations for actioning research results

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:

- Management of research models/practices
- Project management models/practices
- Research ethics and codes of conduct
- Consultation models/practices
- Resource management models/practices
- People management models/practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Design research
- Interpret and analyse research
- Complete submission process
- Manage people in a research environment

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:

- Develop consultation protocols
- Facilitate consultation
- Demonstrate application of skills in:
 - high level communication
 - negotiation
 - management of equipment, materials funding
 - use of technology
 - analysis

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.

The contexts for initiating and coordinating research include:

- Preparation of a range of data:
 - policy making
 - strategic planning
 - marketing
 - service development and delivery

Initiate research will be carried out and coordinated within requirements established by:

- Research codes of ethics and protocols
- Organisation mission, outcomes and objectives
- Organisation's program standards
- State and commonwealth legislation
- Key stakeholders

Criteria to assess the research proposal will include:

- The size and nature of the research sample i.e. Who and how many will be researched
- Research methods
- Purpose of research and for whom
- The human, financial and physical resources required
- The nature and scope of the information to be gathered
- The timetable

Evaluate research will be based on:

- The value of its usefulness
- The feasibility of implementing the recommendations
- The findings of previous and current research
- Available time and resources
- The value of the information and data
- The quality and credibility of the methodology

Resources will include:

- Specialist researchers
- Funding
- Previous research data written, oral and audio-visual sources
- Equipment e.g. computer, electronic recording equipment etc

RANGE STATEMENT

Funding proposals will include:

- Submissions
- Tenders
- Expressions of interest
- Sponsorship
- Fee for service
- Contracting

Funding sources can include:

- Government state and federal
- Philanthropic agencies
- Private business and sponsorship
- Bequests, donations and other private grants
- Money raised by fundraising events
- Sale of resources

Support and promotion will include:

- The promotion and dissemination of information about the benefits of the research
- Organisation of meetings/forums for broader involvement and interaction with stakeholders
- Recruitment of people with research skills and experience
- Recruitment of resources and funding

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment must include evidence of all aspects of managing research activities

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 of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPOL606B

Coordinate policy development

Descriptor

This unit describes the knowledge and skills required to coordinate policy development processes, including staff supervision, monitoring existing organisation policies, managing policy evaluations, and providing policy advice

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Coordinate policy development

PERFORMANCE CRITERIA

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

1.1 Establish and confirm *policy development parameters*, procedures, resources and timeframe

1.2 Develop and utilise consultation processes with clients, workers and external personnel

1.3 Examine inter-organisation cooperation in policy development with a view to maximising available resources

1.4 Provide supervision and support to workers engaged in policy activities

1.5 Monitor resource allocation against approved budget

2. Monitor organisation policies

2.1 Regularly consult operational staff and associated organisations on existing organisation policies

2.2 Establish mechanisms to monitor inter-organisation policies and efficiently resolve gaps and problems

2.3 Provide periodic status reports to decision-makers on relevance of policies, policy gaps and recommended enhancements, and incorporate into policy documentation where appropriate

3. Provide policy advice

3.1 Prepare draft policies and present to management according to established practice and *management implementation requirements*

3.2 Prepare policy evaluation procedures and time schedules and, following approval, implement

3.3 Develop processes for ongoing policy evaluation and monitoring, including facilitating input from client groups, other organisations and stakeholders

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:

- Issues impacting on clients and their place in a social, political and economic context
- Government and other policies as they impact on clients, their families and communities
- Needs, rights and responsibilities of clients
- Needs, rights and responsibilities of families, other care givers and services in relation to clients
- Legislation impacting on clients, workers and organisations
- Theories of human development
- The effects that values, beliefs and attitudes have on aspects of work
- The effects that culture, age, gender, sexuality, ability, class, race, religious and political beliefs may have on values, attitudes, perspectives and approaches to the situations of clients
- Concepts of culture and sub-cultures
- Theories of work practice
- The decision-making structure, processes and delegated authorities of the organisation, network or group of organisations
- Existing policies within the organisation or group of organisations, and of other stakeholders, and legislation impacting on the policy issue under consideration

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Manage organisation or network responses to policy initiatives by other stakeholders
- Respond to initiatives by stakeholders
- Use a variety of research and consultation strategies
- Work as part of a team or as a sole worker
- Distinguish between facts, hypotheses and opinions
- Present and support a judgement, position of argument
- Maintain direction and purpose within the context of competing or conflicting demands
- Determine processes that are consistent with, and contribute to, objectives
- Apply management competencies to policy tasks
- Undertake sophisticated analysis of a range of information and conflicting or competing perspectives and objectives
- Apply strategic decision-making skills that integrate purpose and effectiveness, and take account of resource constraints

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:

- Judge and use the most appropriate communication medium for a particular situation
- Plan and coordinate complex activities and processes
- Demonstrate application of skills in:
 - interpersonal communication, in particular listening, clarifying, questioning, confronting, providing information, interpreting non-verbal communication, demonstrating understanding
 - conflict resolution and mediation
 - communicating with people with diverse cultural, linguistic and educational backgrounds
 - a high level of literacy and the ability to write for a range of purposes and audiences
 - advanced communication skills, including liaison, negotiation and advocacy
 - public speaking

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.

Management implementation requirements may include:

- Analysis of social, political and economic factors and trends
- Strategies to avoid discrimination
- Balanced assessment of actual and potential impacts for the organisation
- Analysis of linkages with other policies and legislation
- Media, language and presentation styles appropriate to the audience

Strategies to promote informed debate may involve employing:

- A range of communication styles, modes and media
- Lobbying strategies
- Consultation strategies
- Networking strategies

Policy development parameters may be related to:

- Specialist work with particular target e.g. People with disabilities, Aboriginal people
- Application of specialist occupations e.g. Physiotherapy, law, psychology to work with or to the benefit of client groups
- Advanced work in particular issue areas e.g. Law, income, security
- Work which integrates particular issues and particular target groups e.g. housing people of NESB, legal issues for Aboriginal and/or Torres Strait Islander people

Policy development processes are managed for:

- An organisation or service
- Peak bodies, networks or associations
- A range of government departments or organisations
- And with reference to all target groups of relevance to the organisation or network

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 is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of coordinating policy development to be assessed

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 of this unit include access to:
 - An appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPOL701A

Use research evidence to advance policy and practice

Descriptor

This unit describes the knowledge and skills required to use research into a specialist area of practice and apply evidence to advance policy and practice in that area

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to work in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Evaluate *current trends and practices*

PERFORMANCE CRITERIA

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

1.1 Maintain high level detailed knowledge of own area of practice

1.2 Use a range of research techniques and information sources to identify current trends in own area of practice

1.3 Identify appropriate criteria for evaluation of current practices, emerging trends and evidence of outcomes

1.4 Analyse available research information and identify *level, quality, relevance, strength* and areas of uncertainty in evidence relating to area of practice

1.5 Evaluate potential impact of research evidence for possible changes to advance policy and practice in own area of practice

2. Evaluate current practice in relation to evidence-based best practice

2.1 Identify specific components of own and organisation's practices to clarify apparent strengths and weaknesses in terms of organisation's strategic directions and objectives

2.2 Identify appropriate criteria for evaluation of current policies and practices in relation to research evidence and identified best practice

2.3 Undertake detailed and in-depth analysis and evaluation of own and/or organisation's current policies and practices in relation to identified best practice

2.4 Determine factors contributing positively and negatively to policy implementation and achievement of desired practice outcomes

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Identify potential changes to policy and practice | 3.1 Use <i>evidence</i> from research and evaluation to identify potential areas for change in current policy and practice |
| | 3.2 Identify constraints and issues in relation to implementing identified changes |
| | 3.3 Develop a strategy for achieving and/or enhancing achievement of organisation's strategic practice objectives through changes to policy and/or practice |
| | 3.4 Develop a detailed plan for implementing proposed strategy, including staged implementation as necessary |
| | 3.5 Incorporate a communication plan and risk management plan into proposed implementation plan |
| | 3.6 Ensure the plan includes key indicators to determine effectiveness of proposed strategy and allow for timely adjustments as required to maintain good practice |
| 4. Implement and evaluate strategic changes in policy and practice | 4.1 Identify key stakeholders and determine their role in implementation of the change strategy |
| | 4.2 Maintain strong and targeted communication with stakeholders before and during implementation to ensure their understanding and support |
| | 4.3 Conduct ongoing monitoring and evaluation of changes to practice to ensure implementation continues to achieve appropriate outcomes |
| | 4.4 Manage contingencies during the implementation in a manner that supports best practice and considers needs of impacts on identified stakeholders |
| | 4.5 Maintain documentation of the process, outcomes and issues during implementation of the change strategy as a basis for ongoing learning and practice evaluation |

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:

- Principles of evidence-based practice
- Models of evidence-based practice
- Difference between evidence-based practice, continuous quality improvement and research
- Outcome based practice
- Requirements of systematic review
- Rules of evidence
- High level knowledge of organisation policies and procedures, particularly in relation to specific area of practice
- Duty of care requirements associated with evidence-based practice
- Models and techniques of quantitative and qualitative research
- Models of stakeholder management applicable to the community sector and specific area of practice
- High level knowledge of specific area of practice

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply high level knowledge and skills in own area of practice
- Analyse and evaluate current trends in own area of practice
- Undertake detailed research and analysis in own area of practice
- Identify and communicate effectively with key stakeholders to explain strategies, engender support for and feedback about their implementation and maintain strong relationships
- Use research evidence to enhance organisation policies and practices
- Evaluate own and organisation's practices at a detailed level
- Lead implementation of change strategies in own area of 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:
 - strategic thinking/decision-making
 - high level of written/oral work
 - networking
 - analysis
 - critical thinking
 - problem solving

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 trends and practices may refer to:

- Specific areas of client need
- Systems requirements
- Funding issues
- Technological advances
- Advances or changes in service delivery in particular areas of practice
- Barriers that prevent the delivering of quality services, including client outcomes
- Emerging problems, systems or practices

Strategies to define the problem and/or the desired outcome may include:

- Including stakeholders
- Collecting internal data about current practice
- Comparing internal/external data (benchmark)

Level of evidence may include:

- Systematic review
- Randomised controlled trials
- Pseudo-randomised control trials
- Comparative studies of concurrent controls
- Case control studies
- Interrupted time series with control group
- Comparative studies with historical control
- Single-arm studies
- Interrupted time series without parallel group
- Case series

Quality refers to:

- The quality of methods used to minimise bias

Relevance refers to:

- The relevance of outcome measures used and applicability of research results to other interventions, clients and settings

Strength refers to:

- The magnitude, precision and reproducibility of the intervention effect

RANGE STATEMENT

Evidence may be sourced from:

- Professional journals and related publications
- Range of media
- Practice expertise and documentation
- Client preferences and feedback
- Networking with other professionals

Outcome indicators may include:

- Data collected re effectiveness of an intervention or practice
- Observable changes in factors such as client health status, level of engagement, behaviour or living patterns
- Client feedback
- Anecdotal reports from staff, family and carers

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 of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPR301A

Provide experiences to support children's play and learning

Descriptor

This unit describes the knowledge and skills required to conduct a range of activities that assist in enhancing children's developmental and leisure experiences

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to working with children in a range of community service contexts

Work will be undertaken under direct supervision and will be in accordance with appropriate health and safety requirements and programs plans

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Create a stimulating, positive and developmentally appropriate *environment* to foster development, play and learning

PERFORMANCE CRITERIA

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

- 1.1 Provide *areas*, resources and materials for *different kinds of play and physical activity*
- 1.2 Change the resources regularly to provide variety of activity
- 1.3 Ensure play and physical activity reflect the cultural diversity, gender and abilities of children
- 1.4 Set up environment in a way that is safe, non threatening, challenging and stimulating
- 1.5 Allow sufficient time for play to develop and be completed when possible
- 1.6 Identify children's individual interests and needs and support by provision of activities or materials
- 1.7 Provide a range of physical activities to allow children choice in their play whenever possible
- 1.8 Provide *opportunities* for both group and individual play activities and *experiences* indoors and outdoors

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities

3. Facilitate children's play, learning and physical activity

PERFORMANCE CRITERIA

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

- 2.1 Encourage and acknowledge children's efforts
 - 2.2 Use activities, resources and materials flexibly to meet children's individual preferences and prompt extensions of play
 - 2.3 Encourage children to participate in a variety of experiences and to choose activities which support their development and fundamental movement skills competency and confidence
 - 2.4 Demonstrate respect for children's choice not to participate and encourage where experience is new or unknown
-
- 3.1 Follow child's lead in play and physical activity and participate when invited
 - 3.2 Initiate play and physical activities and invite child to participate
 - 3.3 Interact with children showing enthusiasm, playfulness and enjoyment
 - 3.4 Monitor children's reactions to play environment to ensure each child remains interested, challenged but not frustrated
 - 3.5 Encourage children to include other children in their play
 - 3.6 Monitor interaction between children to ensure children remain safe and are interacting appropriately
 - 3.7 Redirect children's inappropriate play
 - 3.8 Provide interesting and varied natural outdoor space to encourage active play
 - 3.9 Prepare and provide suitable materials for activities

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:

- Importance of play and leisure to human development and health including:
 - Role in promoting healthy weight
 - That it is a lifelong concept
- Knowledge and understanding of the Australian Government Department of Health and Ageing 2004, National Physical Activity Recommendations for Children and Youth
- Basic knowledge of age and cultural appropriate physical activity recommendations and fundamental movement skills milestones
- Safety measures available to minimise safety risks for children and others including sun safety, equipment use and maintenance, standards of safety for equipment provisions e.g soft falls area under equipment
- Types and complexities of play and leisure
- Stages of play
- Play materials and spaces available
- Different cultural beliefs about play; areas of play regarded as important and appropriate
- Occupational health and safety
- Range of leisure interests of children
- Cultural beliefs about leisure for children of different ages and adults
- Organisation standards, policies and procedures
- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Organisation standards, policies and procedures
- Introductory knowledge of child development for children aged 0 to 5 years or 6 to 12 years
- Inclusion and acceptance of all children regardless of their race, gender or ability is understood
- Importance of childhood
- Interest in and enjoyment of children
- Relevant Quality Improvement and Accreditation Principles

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need
- Work effectively with young children within a historical and philosophical framework of child care delivery

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 effective placement of equipment, considering safety, movement of children, different ages/ stages of development of children
- Adapt environment to encourage different types of play and stages of play
- Adapt play or leisure experiences for different children according to needs, interests
- Assess fundamental movement skills development
- Demonstrate application of skills in:
 - time management
 - acceptance of different attitudes of families about play
 - contingency management
 - planning
 - interpersonal
 - active listening
 - communicate with children
 - reflect on own practices

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.

Leisure is understood to be:

- A special way of doing and feeling
- It mixes stimulating, creative, relaxing, playful, refreshing challenging and pleasant
- It balances those things in life that may be boring, onerous, time consuming busy work, expectations, tiring, repetitive, hurried or dutiful
- Leisure describes pursuits that are freely chosen and deeply satisfying

Physical activity includes:

Any bodily movement produced by skeletal muscle that results in a substantial increase over the resting energy expenditure

Environment may include:

- The building and grounds where the service is located e.g. Home, centre
- The local area around the service and its resources and characteristics

An environment set up to 'invite' children to play and foster play and leisure may:

- Look interesting to the child
- Provide choices indoors and outdoors
- Be safe, physically and psychologically
- Provide challenge appropriate to the children's stage of development

Creating an environment to foster play and leisure may depend on:

- Whether the space is shared with other services
- Whether the service has to set up and pack up for each play session
- Resources available
- Age of children
- Number of children
- Type of service
- Environment – indoors and outdoors
- Location
- Materials available (natural and processed)
- Staff
- Community background and expectations

RANGE STATEMENT

Different kinds of play and physical activity may include:

- Quiet and energetic, boisterous
- Functional, constructive, dramatic play
- Games and free flowing play
- Solitary, parallel and interactive or a mix of these
- Cooperative play
- Imaginative play
- Painting, crafts, board games
- Play with words/music
- Fundamental movement skills games and activities
- Outdoors and active
- Story reading and telling
- Use of music, movement and visual arts

For older children, play, leisure and physical activity may include:

- Sports
- Organised games e.g. Races, soccer
- Games
- Hobbies and interests
- Solitary activities
- Listening to music
- Talking with friends
- Going for a walk
- Interactions with people from community
- Observing
- Fundamental movement skills games and activities

Areas for different kinds of play, leisure and physical activity may include areas for:

- Quiet play
- Constructive play
- Noisy play
- Sand play, water play
- Creative play
- Dramatic play
- Physical play and activity
- Sports including fundamental movement skills games and activities
- Solitary activities
- Music
- Conversations
- Nature based outdoor play

RANGE STATEMENT

Ways of facilitating play will be affected by a child's age/stage of development and must include:

For babies and infants:

- Flexible routines to allow for the needs of individuals to be met
- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust
- Safe environment to explore

For toddlers:

- The day is structured and routines are established
- Blocks of time are available for exploring and experimenting with the materials
- Caregivers introduce new and different experiences to children
- Play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- Caregivers give children time to develop their ideas
- Transition from one activity to another is smooth
- Worker modelling play and use of equipment

For 3 to 5 year old children:

- Care giver's interactions provide a positive role model for children
- An environment is maintained that respects individual and group needs
- Children are aware of the limits which are applied consistently
- Children's feelings are acknowledged and respected by caregivers and children

For 6 to 12 year old children:

- Participation with children
- Materials are suggested or alternatives uses of equipment/materials are suggested
- Cycling
- A variety of indoor and outdoor activities for all ages

RANGE STATEMENT

Experiences will vary according to the age of the child and creative and challenging experiences may include:

For babies and infants:

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. Water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. Nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. Small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

Aspects of child development include:

- Physical fitness and fundamental movement skills ability
- Cognitive development
- Social development
- Emotional development
- Creative and aesthetic development
- Language development
- Moral development
- Spiritual development

RANGE STATEMENT

Resources required to be organised for excursions may include:

- Records that need to be taken
- First aid supplies
- Relevant equipment
- Location of toilets
- Keys
- Mobile phone
- Tickets
- Equipment required for activities
- Petty cash

Records that may need to be taken on excursions may include:

- List of children attending
- Emergency contact details
- Medical needs for children

Responsibilities of children on excursions may include:

- For belongings
- For payments
- For time keeping
- For travelling together

Opportunities that can be provided to support children's development will vary according to a number of factors in the service, such as:

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

Skills related to physical development may include:

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills
- Balance/static
- Locomotion
- Motor skills

RANGE STATEMENT

Opportunities for social interaction may include:

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

Special occasions may include:

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals
- Beginning and end of school term or holidays
- Cultural events
- 'Graduation' from child care service

Differences among children may include:

- Gender
- Race and culture
- Age
- Interests and preferences
- Social context and lifestyle
- Communication style
- Personality
- Length of time attending service/child care
- Abilities

Opportunities provided for social interaction will vary according to the age of the children

For babies and infants:

- Trusting relationships are developed with familiar adults
- Adults work at eye level with infants
- Care routines are used for social interaction
- Adults talk, sing and recite poems with infants
- Adults listen to infants and respond

Language forms may include:

- Verbal and written
- Formal and colloquial, informal
- Fun and serious styles

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 must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations
- Assessment of competency may be conducted on one or more occasions
- Assessment should consider the range of differences among children identified in the Range Statement

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

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.

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment
 - materials and equipment to facilitate play and leisure

And access to children of different:

- gender
- race and culture
- age
- interests and preferences
- social context and lifestyle
- communication style
- personality
- length of time attending service/child care
- abilities

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

CHCPR302A

Support sustainable practice

Descriptor

This unit describes the knowledge and skills required to support the child care workplace to implement environmentally sustainable work practices

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work across a range of children services settings

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Support environment sustainable practices of the workplace

2. Support others in implementing sustainable practices

3. Consider behavioural change for sustainability

PERFORMANCE CRITERIA

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

1.1 Identify *aspects of sustainability* in the workplace

1.2 Consider potential for change in *aspects of the organisation environment*

1.3 Identify areas where change could be instigated to enhance environmental sustainability

2.1 Encourage children to participate in sustainable practices discussion, modelling and experiences

2.2 Encourage adults and children to participate in sustainable practices of the service

3.1 Identify strategies for children to connect with the *natural world in outdoor spaces*

3.2 Use waste, natural or recycled materials for improvised play experiences

3.3 Identify *waste management strategies*

3.4 Identify *water conservation strategies*

3.5 Identify safe and *sustainable cleaning practices*

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:

- Context of sustainable development and sustainability, including definitions of sustainability
- Impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources, and biodiversity
- Sustainable practices in:
 - waste management
 - water use
- Cleaning and maintenance and building, equipment and associated resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and apply environmental sustainability practices in the child care workplace

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:

- Identify and support potential workplace changes to enhance environmental sustainability, including:
 - practices and systems
 - behavioural change

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.

Aspects of sustainability may include:

- Environmental
- Social and
- Economic aspects

Aspects of the organisation environment may include:

- Building and associated structural aspects
- Waste disposal practices
- Water conservation practices
- Maintenance and cleaning practices
- Use of waste, natural and/or recycled materials in programs
- Expressed values and role modelling behaviours

Natural world in outdoor spaces may include:

- Indigenous plants that attract native fauna and reflect changes seasons and climate
- Vegetable, herb or flower gardens and natural ground surfaces such as grass, rocks, and tanbark are provided
- Contact with animals on a regular basis with a focus on knowledge as well as fostering care and respect for all living creatures

Waste management strategies may include:

- Paper, plastic and metal recycling
- Composting
- Worm farming

Water conservation strategies may include:

- Installing water saving devices
- Water tanks
- Monitored and/or timed water use

Sustainable cleaning practices may include:

- Using biodegradable products
- Products labelled environment friendly
- Disposing of rubbish using recycling practices
- Limiting the amount of water used

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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.

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment and community

CHCPR303D

Develop understanding of children's interests and developmental needs

Descriptor

This unit describes the knowledge and skills required to gather information about children through observation and other sources as a basis for addressing their interests and developmental needs

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to working with children in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. *Gather information* about the child through *observation*

2. Gather information about the child from secondary sources

3. *Record observations* appropriately

4. Use observations and information collected to understand the child and *contribute to program planning*

PERFORMANCE CRITERIA

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

1.1 Observe children during their normal pattern of play and daily interactions to identify their interests and needs

1.2 Monitor strengths and needs of children

2.1 Use child records to collect information about each child

2.2 Use information exchange with family to collect information about each child's needs interests and cultural practices

3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and/or recorded according to requirements

3.2 Ensure discussion or recording of information is free from biased comments and negative labelling of children

3.3 Ensure observations are recorded carefully and accurately

4.1 Use information gathered about child to provide suggestions for ways to enhance that child's play and physical activity to contribute to development of fundamental movement skills and leisure

4.2 Use information gathered about child to ensure interactions with the child meet their individual requirements

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 child development stage knowledge to a basic level including the fundamentals of physical development and movement milestones
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour and contribute to program planning

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:

- Observe children at an introductory level
- Demonstrate application of skills in:
 - report writing
 - interpersonal interaction

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.

Observation to identify children's interests and plan future experiences, vary according to children's ages and must include:

For babies, infants and toddlers:

- All aspects of the child's development
- Fine and gross motor skills
- Interests, strengths and needs
- Child's knowledge, skills and understanding

For 3 to 5 year olds:

- All aspects of child's development
- Fundamental movement skills
- Child's interests
- Child's strengths and needs
- Social interactions
- Child's knowledge, skills and understanding

For 6 to 12 year olds:

- All aspects of child's development and fundamental movement skills
- Child's interests
- Child's strengths and needs
- Their interests and leisure requirements
- Peer groupings, and social interactions
- Socially isolated children
- Interests, strengths and needs

Information may be gathered by:

- Observations of the child
- Questioning
- Reports
- Conversations with child's peers
- Anecdotal information e.g. Remembrances of other workers, parents

Record observations is to meet specifications which may include:

- Organisation requirements
- Service accreditation requirements
- Confidentiality policies and procedures
-

Contributions to observation recording can be in the form of:

- Writing
- Discussions
- Conversations

RANGE STATEMENT

Play may be recorded by:

- Writing
- Video
- Photography

*Contribute to program planning
may involve observations that:*

- Play environment is too challenging, leading to children becoming frustrated
- Play environment is not stimulating enough, leading to children becoming bored
- Play environment does not provide opportunity for child's interests/needs
- Child's reactions to play environment
- Child's play interests

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 could be assessed either on the job, or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPR502D

Organise experiences to facilitate and enhance children's development

Descriptor

This unit describes the knowledge and skills required to plan to define activities, environment and resources that are developmentally appropriate to enhance children's leisure and play

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to working with children in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Establish an environment that can foster children's development

2. Provide creative and challenging opportunities which stimulate learning and development of the child

PERFORMANCE CRITERIA

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

- 1.1 Provide opportunities for children to plan and/or modify their environment
 - 1.2 Design environment to accommodate all *aspects of children's development* and curiosity
 - 1.3 Design environment to provide children with a choice of *experiences*
 - 1.4 Implement strategies to engage children in activities, especially those who have difficulty entering or exiting situations
 - 1.5 Provide materials that capture attention, stimulate response and engage children
-
- 2.1 Encourage the child to gain skill and competence by persevering with a developmentally significant activity
 - 2.2 Provide a range of creative experiences, play areas and materials, including natural and recycled materials to encourage children to explore and make choices
 - 2.3 Make opportunities for active free play and independent play
 - 2.4 Provide opportunities for children to practice developing skills
 - 2.5 Provide experiences and activities for all principal areas of development
 - 2.6 Arrange and implement appropriate experiences according to organisation guidelines

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Plan, implement and evaluate developmentally appropriate experiences for children | 3.1 Use observations of the children and their views to guide the program |
| | 3.2 Develop program in consultation with others |
| | 3.3 Use stories, visual materials and activities that show diversity among children and adults |
| | 3.4 Plan program to reflect the range of children's needs, abilities and interests |
| | 3.5 Assist children to participate in a wide range of leisure activities |
| | 3.6 Ensure program responds to children's interests that arise spontaneously as they participate |
| | 3.7 Use program to introduce children to new ideas and experiences as well as to provide familiar experiences |
| | 3.8 Ensure program provides opportunity for children to follow up activities of high interest |
| | 3.9 Ensure program is inclusive and allows for full participation of all children |
| | 3.10 Implement strategies to deal with contingencies that may arise |
| | 3.11 Review program according to organisation procedures to ensure ongoing relevance and quality |
| 4. Encourage children's involvement in experiences | 4.1 Consult children about activities to be made available |
| | 4.2 Acknowledge and value children's work |
| | 4.3 Encourage child to choose activities to support aspects of their development |
| | 4.4 Encourage child to participate in a variety of experiences |
| | 4.5 Adapt activity to cater to a child's response to the activity |
| | 4.6 Demonstrate respect for child's choice not to participate |

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:

- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour and contribute to program planning
- Plan for, provide and review a range of activities and opportunities which stimulate children's individual development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need

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:
 - contingency management
 - interpersonal
 - active listening

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.

Experiences will vary according to the age of the child and creative and challenging experiences must include:

For babies and infants:

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

RANGE STATEMENT

Aspects of children's development include:

- Physical fitness and fundamental movement skills
- Cognitive development
- Social development
- Emotional development
- Creative and aesthetic development
- Language development
- Moral development
- Spiritual development

Resources required to be organised for excursions may include:

- Records that need to be taken
- First aid supplies
- Relevant equipment
- Location of toilets
- Keys
- Mobile phone
- Tickets
- Equipment required for activities
- Petty cash

Records that may need to be taken on excursions may include:

- List of children attending
- Emergency contact details
- Medical needs for children

Responsibilities of children on excursions may include:

- For belongings
- For payments
- For time keeping
- For travelling together

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 must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPR509A

Gather, interpret and use information about children

Descriptor

This unit describes the knowledge and skills required to collect high quality information on children to assist in program planning

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to working with children in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Gather and document detailed information about the child

2. Monitor children's developmental progress and develop understanding of individual children

PERFORMANCE CRITERIA

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

- 1.1 Gather information and observations according to a child's emerging skills
- 1.2 Gather detailed information about children and document using a variety of appropriate *methods*
- 1.3 Ensure information and observations collected are valid, representative, significant and relevant
- 1.4 Make series of observations to address all aspects of development over a period of time and in a variety of situations
- 1.5 Consult colleagues, families and others in a sensitive manner

- 2.1 Use observations and information to assess and monitor child's play preferences, social interactions, communication and language, thinking styles, physical abilities and emotional status
- 2.2 Interpret information and observations to identify individual emerging skills, *capabilities*, potential, interests, preferences of child to guide program strategies to foster development
- 2.3 Monitor and interpret behaviour that is out of character for an individual child and respond appropriately
- 2.4 Demonstrate understanding and application of inclusive principles in interpreting observations

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. Terms in italics are elaborated in the Range Statement.

3. Use information from observations with others

- 3.1 Demonstrate quality observation practices to other workers
- 3.2 Provide information to others to inform program planning, support children's play and evaluate programs
- 3.3 Use records of observations to provide feedback to children about their skills and competence and promote remembering
- 3.4 Make time available to share information with parents
- 3.5 Follow up any concerns regarding child's development with appropriate persons/services

4. Use information to plan the program

- 4.1 Use information to consider all aspects of child's development and cater appropriately within the program
- 4.2 Use the information to plan opportunities and experiences to foster development of the child

5. Design observation systems with others

- 5.1 Develop systematic ways of observing children to ensure all children are included
- 5.2 Develop systematic ways of observing children to ensure that all interpretations of behaviour can be clearly linked to evidence
- 5.3 Clearly link observation systems developed to program planning and evaluation processes
- 5.4 Implement processes to ensure appropriate access by others to observation information

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:

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisation standards, policies and procedures
- Regulatory and legislative requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Gather information from a variety of sources and observe and interpret children's behaviour
- Monitor and assess children's development and learning and use information to inform program planning
- Use relevant technology safely and effectively

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:
 - communication skills
 - reporting
 - interpersonal interaction
 - planning
 - safe and effective use of relevant technology

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.

Specific purposes or needs for observation include:

- Planning experiences for the child
- To identify the child's capabilities
- To identify the child's interests and needs
- To monitor uncharacteristic or atypical aspects of development

Capabilities of a child will include:

- Physical capabilities
- Emotional capabilities
- Cognitive capabilities
- Social capabilities
- Creative capabilities
- Language capabilities
- Spiritual and moral aspects

Methods of documenting information may include:

- Written
- Photography
- Audio and video recordings

Methods of gathering may information, include:

- Observing while participating with children in an experience
- Narrative methods
- Sampling methods
- Chart methods
- Gathering information about the child from other workers
- Asking family members
- Discussions with other children
- Collecting samples of children's work
- Observing children at play, during care routines and social interactions
- Directly involving the child in the process

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPR510A

Design, implement and evaluate programs and care routines for children

Descriptor

This unit describes the knowledge and skills required to design, implement and evaluate programs and individual care routines to foster and enhance the development of children

Employability Skills

This unit contains Employability Skills

Application

This application of knowledge and skills described in this unit of competency relates to work undertaken to engage with parents and child to develop individual care plans and programs of the service

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Design and implement *programs* with all those involved
2. Design and implement programs to enhance development of children

PERFORMANCE CRITERIA

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

- 1.1 Use or establish opportunities to gather all necessary *information* from and communicate to those involved
- 1.2 Identify ideas and concerns about the current program, care routines and setting and consider them in designing the program and care plans
- 1.3 Design and implement programs that reflect the *philosophy* and *goals* of the service
- 2.1 Gather *information about each child's development* to inform the program and routines
- 2.2 Develop and implement child centred programs that aim to extend children's *experiences* and develop children's self help skills
- 2.3 Develop and implement programs and routines to foster all aspects of children's development in a holistic way and support smooth transitions
- 2.4 Ensure programs provide for capabilities, interests, emerging skills and backgrounds of children who attend the service
- 2.5 Ensure all *resources required* for program are identified and available at the required time
- 2.6 Develop a flexible daily *timetable*, incorporating developmental opportunities, routines and transition experiences

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Design and implement programs that are relevant to cultural and social contexts of children and their community | 3.1 Gather information about contexts of the children's lives and use it to guide planning |
| | 3.2 Identify varying expectations of parents of diverse backgrounds and accommodate where possible |
| | 3.3 Develop and implement programs that reflect diversity and inclusive perspectives in an ongoing manner |
| | 3.4 Select experiences and resources that reflect diversity and promote cross cultural awareness in a positive and respectful manner |
| | 3.5 Select experiences and resources that support and develop <i>children's identities</i> |
| 4. Develop appropriate settings and environments | 4.1 Evaluate settings, environments and resources and modify in relation to children's cultures, family backgrounds and interests |
| | 4.2 Evaluate settings, environments and resources and modify to foster all aspects of children's development and learning and provide children with choices |
| | 4.3 Implement modifications within constraints of resources available and service location and to promote the organisation and aesthetics |
| 5. Monitor and evaluate programs | 5.1 Adapt plans according to children's responses, conditions of the day and spontaneously arising opportunities |
| | 5.2 Gather and document <i>information</i> using a range of methods in order to assess the progress and achievements of each child. |
| | 5.3 Use or establish opportunities to gather feedback and comments from all those involved |
| | 5.4 Identify and apply appropriate criteria for evaluating the overall program |
| | 5.5 Include children's responses and comments as part of the evaluation process |
| | 5.6 Ensure programs are evaluated regularly and in accordance with service guidelines |
| | 5.7 Use evaluation information towards further design of programs |

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:

- Theories of child development
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment tools to guide decision-making about programming
- Respect for different family expectations
- Detailed knowledge of facilitating a variety of learning and play experiences e.g. art, music, sport
- Up to date information and a range of sources of information is accessed as resources for program development
- Organisation standards, policies and procedures
- Location of resources and materials
- Identification of range of resources required
- Criteria to review setting and environment
- Evaluation methods and reflective practice
- Stakeholders who need to be involved in evaluation
- Relevant quality improvement and accreditation system principles
- Regulatory and legislative requirements

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Gather information and use as a basis for designing and planning programs to address identified needs
- Plan, implement, monitor and evaluate developmentally appropriate routines and programs to foster and enhance children's development
- Apply a defined philosophical approach to delivery of services to children and to continuously improve services through reflecting on effectiveness of practices
- State and outline a personal philosophy about children's development through programming which considers theories of child development and learning and social justice and equity
- Organise and coordinate a range of experiences at one time and undertake appropriate evaluation of effectiveness of programs
- Apply criteria to evaluate programs in relation to:
 - short term and long term goals of the program
 - progress of individual children
 - progress of the group of children
 - philosophy and goals of the service
 - cost effectiveness
 - appropriate practice
 - daily programs, weekly programs

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:
 - planning
 - contingency management
 - effective communication with target groups
 - analysis and reflective thinking
 - selecting and administering appropriate assessment and evaluation tools

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.

Programs may be designed and implemented for:

- A group of children
- A playgroup
- Individuals
- A service

Programs include:

- Routines
- Transitions
- Organisation of time and space
- Experiences
- Interactions

All those involved with program design may include:

- Children
- Staff/care providers
- Parents
- Management

Ideas and suggestions for programming and may be gathered from:

- Colleagues
- Networks
- Resource workers
- Teachers in schools when service is co located
- Newsletters, magazines, articles
- Publications

Information may be communicated by:

- Other staff
- Parents
- Volunteers
- Verbal means and written formats
- In fun and creative ways

Experiences addressed by programs may include:

- Excursions/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor
- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

RANGE STATEMENT

Philosophy of the service may include:

- Culturally specific services philosophies
- Philosophies about children, their development and learning
- Philosophies and values about society and communities

Goals of the service may be oriented to an emphasis on:

- Creativity
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding
- Emotional well being
- Spiritual and moral development

Resources required may include:

- Transport
- Equipment
- Venue
- Equipment and materials
- Curriculum/learning materials
- Staffing
- Food and drink
- Support staff and resource staff
- Skills of staff

Organising resources may include:

- Purchasing
- Booking
- Employing staff
- Borrowing
- Other staff
- Parents
- Volunteers

RANGE STATEMENT

Timetable considerations may include:

- Time
- Costs
- Expectations
- Booking details

The context of the children's lives may include:

- Geographic context, e.g. Remoteness, high rise buildings, lack of open space
- Community groupings, alliances and conflicts
- Historical context of community, e.g. Significant events, future plans
- Social context, e.g. Social isolation, crowding and noise
- Cultural context

Information about each child's development and social/cultural context may be gained by:

- Recorded observations
- Conversation with child
- Consulting parents
- Consulting family/community representatives
- Written reports/records
- Work samples and other documentation

Children's identities may include:

- Racial
- Gender
- Cultural
- Social
- Peer group

Information about a child's progress may be gathered by:

- Observation
- Questioning
- Comments from other children
- Observations and comments from other staff, parents and family/community members
- Work samples and other documentation
- Directly involving the child in the process

Mobile services may need to design programs particularly targeted to children who are isolated:

- Geographically
- Socially

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 is best assessed in the workplace or in a realistic simulated workplace setting 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

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPR515A

Develop and implement a program to support sustainable practice

Descriptor

This unit describes the knowledge and skills required to analyse the child care workplace in relation to environmental sustainability of work practices, to implement improvements and analyse their effectiveness

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work across a range of child care settings

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Analyse environmental sustainability of child care workplace

2. Support behavioural change processes and the role they play in sustainability

3. Design and implement a program to support behavioural change for sustainability

PERFORMANCE CRITERIA

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

1.1 Identify *aspects of sustainability* to analyse the workplace

1.2 Review potential for change in *aspects of the child care environment*

1.3 Identify key areas where change could be instigated to enhance environmental sustainability

2.1 Encourage children to exchange thoughts and ideas about sustainable issues through guided discussion, projects and experiences

2.2 Explore *ethical dilemmas* of waste disposal and water conservation with all stakeholders

2.3 Encourage adults and children to participate in *sustainable practices* that integrate the service delivery systems

3.1 Explore strategies and opportunities to implement *sustainable building design* where possible

3.2 Apply strategies for children to connect with the *natural world in outdoor spaces*

3.3 Use waste, natural or recycled materials for improvised play experiences

3.4 Apply *waste management strategies* where possible

3.5 Apply *water conservation strategies* where possible

3.6 Use safe and *sustainable cleaning practices*

3.7 Guide children to understand the link between plants, animals and humans

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--------------------------------------|---|
| 4. Review the sustainability program | 4.1 Evaluate the program outcomes on a regular basis |
| | 4.2 Involve the community, children and adults in evaluating the program |
| | 4.3 Document outcomes of the program and implement changes based on evaluation evidence |

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:

- Historical context of sustainable development and sustainability, including definitions of sustainability and the impacts of historical world events
- Impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources, and biodiversity
- Intergenerational equity and equitable sharing of resources
- Barriers and drivers for behavioural change
- Awareness of the importance of community as a source of knowledge, skills and values
- Sustainable practices in:
 - waste management
 - water use
 - cleaning and maintenance and building, equipment and associated resources
- Awareness of sustainable building design to maximise the use of natural light/heating and cooling
- Human biology and the link between plants, animals and humans
- Awareness of strategies to increase children's experiences and understanding of animals and the natural environment
- Qualitative and quantitative evaluation processes for sustainability program

Essential skills:

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:

- Undertake an analysis of the environmental sustainability of the child care workplace
- Identify and support potential for workplace change to enhance environmental sustainability, including:
 - design (e.g. of building and resources)
 - practices and systems
 - behavioural change
- Design, implement and review a program to enhance environmental sustainability in the child care workplace
- Involve staff, children and the broader community in participating in and evaluating a program to enhance environmental sustainability

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.

Aspects of sustainability may include:

- Environmental
- Social and
- Economic aspects

Aspects of the child care environment may include:

- Building and associated structural aspects
- Waste disposal practices
- Water conservation practices
- Maintenance and cleaning practices
- Use of waste, natural and/or recycled materials in programs
- Expressed values and role modelling behaviours

Ethical dilemmas in sustainability programs may include:

- Budget constraints
- Decision-making responsibility
- Health concerns related to reuse of some materials
- Parent/carer expectations may conflict with sustainable practices

Sustainable practices may include:

- Recycling materials
- Using environment friendly products in activities and cleaning
- Limiting the use of power and water
- Regeneration of natural environments where possible

Sustainable building design may include:

- Use of recycled materials
- Integration of environment saving features, e.g. solar power
- Use of natural light and existing natural surrounds for shade and exploratory activities

Natural world in outdoor spaces may include:

- Indigenous plants that attract native fauna and reflect changes seasons and climate
- Vegetable, herb or flower gardens and natural ground surfaces such as grass, rocks, and tanbark are provided
- Contact with animals on a regular basis with a focus on knowledge as well as fostering care and respect for all living creatures

RANGE STATEMENT

Waste management strategies may include:

- Paper, plastic and metal recycling
- Composting
- Worm farming

Water conservation strategies may include:

- Installing water saving devices
- Water tanks
- Monitored and/or timed water use

Sustainable cleaning practices may include:

- Limiting water wast
- Using environment friendly products
- Disposing of waste with first consideration being to potential for recycling

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment and community

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPR613C

Facilitate the development of programs for children with additional needs

Descriptor

This unit describes the knowledge and skills required to develop programs for children with additional needs

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to working with children in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 1. Plan required resources | 1.1 Identify appropriate facilities for the child
1.2 identify and gather or modify toys and equipment that are appropriate for the child
1.3 Identify specialist resources and request as needed
1.4 Plan and utilise additional resources required according to finances available |
| 2. Develop the program to meet the needs of the child | 2.1 Consult with all involved to develop program for child
2.2 Identify desired outcomes and goals through consultation
2.3 Review current program to identify how appropriate it is for the child
2.4 Gather detailed information to identify child's needs
2.5 Develop program to address child's needs, in consultation with staff |
| 3. Maintain communication with those involved | 3.1 Develop and review strategies for on-going communication with all those involved
3.2 Clearly identify and use communication channels
3.3 Regularly evaluate effectiveness of program with all those involved |

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:

- Inclusion, non-discriminatory practices and associated legislation
- Knowledge of child development - build on strengths of child
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop programs to meet additional needs of children

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 respect for family expectations and desired outcomes for child
- Demonstrate application of skills in:
 - observation
 - communication skills
 - consultative skills
 - local community resources
 - planning

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.

Children having additional needs may include needs due to:

- Language difficulties
- Physical, sensory or developmental disability
- Health problems
- Behavioural or psychological disorders
- Family circumstances and needs
- A child recently arrived in Australia from a very different culture
- A child whose culture is different from the culture of the centre
- Child at risk
- Unknown diagnosis
- Known diagnosis
- Cultural / religious practices
- Communication difficulties
- Giftedness

Communication difficulties of a child may be due to:

- Trauma, violence and crises
- Disabilities e.g. hearing, visual, speaking
- Health problems and disorders
- Learning problems
- Deprivation of sensory stimulation

Specialist resources may include:

- Professionals with expertise about particular needs of children
- Written information
- Special equipment
- Information and education videos
- Resource networks
- Family members
- Bilingual workers
- Interpreter services
- Resource units
- Extra staffing

Additional resources may include:

- Worker training
- Toy libraries

RANGE STATEMENT

*Review of current program
could include:*

- Review for child with additional needs
- Review of strategies for meeting needs of child within context of whole group

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

Related units:

This unit should be assessed in conjunction with one of the following related units:

- CHCIC512A Plan the inclusion of children with additional needs

or

- CHCSD611C Facilitate the inclusion of children with additional needs

CHCPR614C

Observe children and interpret observations

Descriptor

This unit describes the knowledge and skills required to observe and interpret children's developmental progress

Employability Skills

This unit contains Employability Skills

Pre-requisite

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

- CHCPR509D Gather, interpret and use information about children

Application

This unit may apply to working with children in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Monitor children's developmental progress

2. Gather information about the child's views and perspectives

PERFORMANCE CRITERIA

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

- 1.1 *Gather and record information* about children's developmental progress
 - 1.2 Follow up with appropriate persons/services, any concerns regarding a child's development
 - 1.3 Communicate information to parents clearly and sensitively
 - 1.4 Use identified strengths to guide program strategies to foster development
 - 1.5 Identify degree of inclusiveness in children's interactions and language and develop strategies as required
 - 1.6 Observe level of problem solving and conflict resolution skills and develop strategies as needed
- 2.1 Investigate child's views of the social world and relationships by observing their interactions and reflecting on their communication
 - 2.2 Identify child's thinking style
 - 2.3 Identify child's current and emerging interests
 - 2.4 Identify child's strengths, talents and potential

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Demonstrate quality observation practices to other workers

- 3.1 Ensure own observations of children are significant, valid and concise
- 3.2 Demonstrate clear links between evidence from observations and interpretation of behaviour, needs and interests
- 3.3 Ensure intensity/detail of observations is appropriate to purpose and context
- 3.4 Ensure interpretations of observations demonstrate inclusive principles and understanding

4. Use information from observations to guide others

- 4.1 Provide information to broaden the other's understanding of the child
- 4.2 Communicate information to others to improve their interaction with a child
- 4.3 Provide information to others to improve program planning and evaluation
- 4.4 Discuss programs and children's needs based on the information gained
- 4.5 Work with others to design and develop systematic ways of observing children that ensure inclusion of all children

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:

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour to contribute to program planning

Specific purposes or needs for observation include:

- planning experiences for the child
- to identify the child's abilities, needs and interests

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:
 - reporting
 - interpersonal interaction
 - planning

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.

A child's capabilities will include their:

- Physical capabilities
- Emotional capabilities
- Cognitive capabilities
- Social capabilities
- Creative capabilities
- Language capabilities

Record information may include methods such as:

- Written
- Photography
- Video recording

Gather information may include a variety of methods such as:

- Observing while participating with children in an experience
- Time sampling
- Gathering anecdotes about the child's interactions from other workers
- Asking family members
- Discussions with other children
- Collecting samples of children's work
- Observing children at play, activities and social interactions

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROM401B

Share health information

Descriptor

This unit describes the knowledge and skills required to share health information in a community health context

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Identify *health information* requirements
 - 1.1 Obtain information from *key people* about community health needs
 - 1.2 Hold discussions with key people
 - 1.3 Assess and *document* levels of health information in the community according to organisation guidelines
 - 1.4 Identify and list gaps in available information
 - 1.5 Determine and prioritise community health information needs
2. Develop health information in an appropriate context
 - 2.1 Negotiate with key people to determine location, time and place for sharing health information
 - 2.2 Prepare and assemble *resources* in consultation with key people
 - 2.3 Develop information using techniques appropriate to the target audience
3. Implement sharing of health information
 - 3.1 Deliver health information in a clear and concise manner
 - 3.2 Deliver health information in a place that is negotiated with the target audience
 - 3.3 *Obtain feedback* from the audience to determine whether information is correctly received
4. Evaluate presentation of health information
 - 4.1 Review progress and/or outcome against community needs, in consultation with key people
 - 4.2 Provide key people with suggestions to improve the methodology of sharing health information
 - 4.3 Implement changes to methodology in consultation with key people as required

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:

- Local community health plans
- Organisation policies and guidelines
- Community/sector networks
- Collection and interpretation of health data
- Processes related to health promotion
- Factors underlying community development processes
- Evaluation models

Essential skills:

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:

- Undertake community research
- Record health data
- Demonstrate application of skills including:
 - cross cultural communication skills
 - interpersonal communication skills
 - interpreting data
 - decision-making
 - using community profiles
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Organisations may include:

- Local/regional organisations:
 - community health centres
 - local hospital
 - other community service organisations
 - local council
- National organisations:
 - Australian bureau of statistics
 - health and welfare institute
 - other state/territory and federal government organisations
- International organisations:
 - World Health Organisation
 - UNESCO
- Health professional representative bodies:
 - CRANA
 - Division of General Practitioners
 - Aboriginal Health Workers Associations

Health information may be available from:

- Organisations providing services and information:
 - local hospitals
 - public health units
 - epidemiology unit
- Community members
- Community health workers
- Representatives from funding bodies
- Community health centres:
 - screening programs
 - recall systems
 - work diaries
 - documents, records and statistics

Key people may include:

- Community members
- Community leaders
- Council members
- Family
- Community workers

RANGE STATEMENT

Types of information may include:

- Organisation data
- Quantitative and qualitative data
- Research data
- Personal communications and opinions
- Other relevant documents regarding community health issues
- Relevant records, correspondence and reports

Appropriate systems and formats for compiling information may include:

- Incident reporting and documentation
- Questionnaires
- Specified formats for preparing reports
- Accessing databases
- Noting information on records systems
- Advising appropriate people of the information gathered
- Pictorial:
 - graphs
 - posters
 - photographs

Document information and feedback may be:

- Verbal (English and/or first language)
- Written
- Pictorial
- Videos
- Computer files

Resources may include:

- Other health workers
- Brochures
- Displays
- Community health stories
- Videos
- Audio tapes
- CDs
- Computerised information:
 - databases
 - websites
- Library

RANGE STATEMENT

Obtain feedback may include:

- Written:
 - report
 - computer
- Pictorial display of information:
 - poster
- Verbal:
 - discussion
 - personal interviews

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

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:
 - an appropriate workplace where assessment can take place or practice laboratory
 - relevant organisation policy, protocols and procedures
 - emergency response procedures and employee support arrangements

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROM502B

Implement health promotion and community intervention

Descriptor

This unit describes the knowledge and skills required to implement health promotion and community intervention

Employability Skills

This unit contains Employability Skills

Application

This unit may apply in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply knowledge of *key issues* in preventative health care

2. Work within the educational framework of health promotion

PERFORMANCE CRITERIA

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

- 1.1 Apply social research methods to appropriately analyse population health trends, demographic, social and epidemiological information and data
 - 1.2 Identify key issues in preventative health
 - 1.3 Identify current responses to preventative health care
 - 1.4 Access information on preventative health care and apply to developing solutions to community issues
 - 1.5 Define target populations and determine consultation processes
 - 1.6 Examine policy and funding contexts and issues
-
- 2.1 Develop an educational perspective based on a philosophical and historical understanding of preventative health care
 - 2.2 Integrate preventative health care perspective into community development and capacity building
 - 2.3 Apply relevant strategies to health promotion in the community
 - 2.4 Plan partnerships with stakeholders
 - 2.5 Identify a range of techniques to engage community in health promotion activities
 - 2.6 Access *key resources* for health promotion activities

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:

- A philosophical and historical understanding of preventative health care
- Social research and data relating to health issues
- Primary health care principles
- Funding and policy environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply and conduct social research
- Use and interpret data base information
- Apply numerical skills to enable statistical interpretation

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:

- Apply oral communication skills required to fulfil job roles as specified by the organisation/service including:
 - asking questions
 - active listening
 - asking for clarification
 - negotiating solutions
 - acknowledging and responding to a range of views
- Apply written communication skills required to fulfil job roles as specified by organisation/service
- Apply problem solving skills required include an ability to use available resources, analyse information and make decisions
- Demonstrate application of skills including:
 - project planning
 - work with diversity
 - advocacy skills
 - work in groups

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.

Key resources are available from:

- WHO concept of Health
- Ottawa Charter 1986
- Jakarta Declaration 1997

Key issues and prevention strategies affecting people's health:

- Nutrition
- Substance use and misuse
- Environmental health
- Mental health
- Sexual and reproductive health
- Other determinants

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
- Evidence must include observation of performance in the work environment or in a simulated work setting

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
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace

Method of assessment:

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

CHCPROM503A

Provide community focused promotion and prevention strategies

Descriptor

This unit describes the knowledge and skills required to develop and deliver a range of promotion and prevention strategies to the community

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work with in a range of community sector work contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Determine promotion and prevention strategies relevant to the specific community

PERFORMANCE CRITERIA

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

- 1.1 Consult with *relevant individuals and groups* to determine the nature and priority of promotion and prevention strategies
- 1.2 Conduct research to determine *established and available promotion and prevention resources*
- 1.3 Identify promotion and prevention requirements that have no established and available resources
- 1.4 Determine resource requirements to develop, adapt and implement promotion and prevention strategies
- 1.5 Determine specific *expertise and information required to develop, adapt and implement promotion and prevention strategies*
- 1.7 Prioritise promotion and prevention strategies, where necessary, based on community need and available resources
- 1.8 Determine budget necessary to develop, adapt and implement promotion and prevention strategies
- 1.9 Develop a promotion and prevention plan, noting resources, contacts and timeframes

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 2. Prepare for promotion and prevention activities | 2.1 Determine desired outcomes of promotion and prevention activities |
| | 2.2 Confirm the desired outcomes with relevant stakeholders |
| | 2.3 Confirm nature and extent of promotion and prevention activities with relevant stakeholders |
| | 2.4 Confirm timeframes for promotion and prevention activities with stakeholders |
| | 2.5 Amend identified promotion and prevention needs, where necessary, to address stakeholder feedback |
| | 2.6 Adapt established and available promotion and prevention resources where necessary |
| | 2.7 Develop promotion and prevention resources that are not already available |
| 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 Amend activities based on feedback, where necessary |
| 4. Report and document information | 4.1 Document information about activities according to the organisation's protocols |
| | 4.2 Observe privacy and confidentiality requirements when reporting feedback |
| | 4.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to prevention strategies |

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:

- Mental health and its perception in the community
- Alcohol and other drugs (AOD) and its perception in the community
- The impact of stigma on client, family and relevant others
- The importance of promotion and prevention in the health and recovery continuum
- A range of promotional strategies and their effective use
- Feedback mechanisms
- A range of promotional resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Engage community members in prevention and promotional activities
- Match promotional and prevention strategies to target audience
- Secure and/or develop promotional and prevention resources

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 including:
 - budget development and management
 - planning
 - time management and organisation

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.

Relevant individuals and groups may include:

- Community groups
- Community clubs
- Schools
- Local government
- Health services

Established and available promotion and prevention resources may include

- Pamphlets
- DVDs
- Booklets
- Posters

Expertise and information required to develop, adapt and implement promotion and prevention strategies may include:

- Mental health knowledge
- Alcohol and other drugs (AOD) knowledge
- Community knowledge
- Specific target audience knowledge
- Promotional production knowledge and skills
- Graphic design knowledge and skills

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 is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

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
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT401C

Act as a witness

Descriptor

This unit describes the knowledge and skills required to provide assistance within juvenile justice and care and protection processes

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community service work in security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. *Contribute to the court processes as a witness*

PERFORMANCE CRITERIA

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

1.1 Participate in *pre and post court briefings* and debriefings as appropriate and required

1.2 *Provide evidence* that reflects questions and directions asked by court or *legal representatives*

1.3 Provide evidence using factual descriptions and present clearly and concisely

1.4 Ensure conduct is according to requirements of court processes and proceedings

1.5 Liaise with appropriate legal representatives

1.6 Undertake all appropriate and required documentation and reporting and store in accordance with organisation procedures

2. Provide appropriate coordination and assistance

2.1 Provide relevant information about court processes to *relevant people*

2.2 Provide immediate assistance as appropriate to the work role

2.3 Offer referral and/or other advice to parents, caregivers and children

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:

- Operations of the court process
- Operations of legal system
- Legal implications and responsibilities of statutory work
- Rules of evidence
- Relevant policy and procedures
- Relevant legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Present information factually and descriptively
- Demonstrate awareness of legal and court protocols and processes
- Demonstrate knowledge related to appropriate organisation and legislative requirements
- Use typical processes listed in the Range Statement

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:

- Communicate effectively with:
 - organisations and representatives of court and legal system
 - children, young people and parents/caregivers
- Demonstrate application of skills in:
 - clear speaking and presentation of facts
 - managing stress within a court environment
 - report writing
 - interviewing and assessment

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.

The contexts for acting as a witness include:

- Within a juvenile justice process
- Within a care and protection process

Contribute to the court processes as a witness will be carried out within requirements established by:

- Rules of evidence within legal and court processes
- Commonwealth and State legislation
- International conventions relating to the Rights of Children and Young Persons
- Organisation policy and procedures
- Relevant program standards

Pre and post court briefings includes being briefed by:

- A legal representative on the rules of evidence and court protocol
- A statutory worker on the details of the case and organisation policy for presentation of evidence
- A legal representative and/or statutory worker on outcomes and consequences of court decisions

Provide evidence includes verbal presentation of factual information that:

- Is descriptive and devoid of assumptions or judgemental statements
- Represents the details and facts of the evidence that are pertinent to the case

Information provided is tailored to include:

- Language that can be understood by the majority of participants in the court process with reduced jargon

Legal representatives include:

- Crown law or private legal representatives appointed by Crown law

Relevant people may include:

- Parents and caregivers
- Workers or representatives from related agencies

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 of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of juvenile justice or care and protection processes undertaken by workers

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes:

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCROT404D

Prepare information for justice processes

Descriptor

This unit describes the knowledge and skills required by workers who contribute to justice processes by preparing information on child protection cases

It does not involve providing evidence

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community service work in security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Collect and *prepare* material

2. *Provide information* to the justice process

3. Prepare reports

PERFORMANCE CRITERIA

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

- 1.1 Conduct interviews to *gather evidence* from witnesses to obtain a *factual record* of events
- 1.2 Crosscheck relevant information gathered from interviews and confirm with a number of sources
- 1.3 Use *established procedures* to prepare evidence and information for court consideration
- 1.4 Liaise with relevant parties and keep informed of status of evidence and court process
- 1.5 Collect and document evidence so as to ensure statutory requirements and procedures are satisfied
- 1.6 Use established procedures to make *arrangements to support attendance of witnesses in court*
- 1.7 Undertake all requirements for reporting and storage of written materials in accordance with organisation procedures

- 2.1 Provide information about status of case and court processes to relevant parties on an ongoing basis
- 2.2 Check understanding of outcomes of court action with all relevant parties
- 2.3 Facilitate exploration of options arising from court action with all relevant parties

- 3.1 Record and report on investigation in line with organisation and legal requirements
- 3.2 Maintain information systems, including computer records, case notes, files and reports

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:

- Legal implications and responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Stages of child development
- Workings of court and legal processes
- Legal implications of material collected through interviews
- Family dynamics in different cultures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate evidence collection and witness preparation processes
- Balance statutory power, rights of clients and significant others
- Interpret legal requirements
- Demonstrate knowledge related to applicable agency and legislative requirements
- Use typical processes listed in the Range Statement

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:

- Interpret policies, procedures, standards and statutory obligations
- Use communication techniques; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Demonstrate application of skills in:
 - action planning
 - age appropriate language and questioning techniques
 - conflict resolution
 - managing grief and change processes
 - working with adolescents
 - stress management
 - dealing with cross cultural issues

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.

The contexts for preparing for court processes include:

- Within a juvenile justice process
- Within a care and protection process

Prepare for court processes will be carried out within requirements established by:

- Legal and court systems
- Commonwealth, and state legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards

Factual record includes:

- Establishing the ‘who, what, where, when and how’ of incidents in descriptive terms
- A level of detail where personal bias and prejudices are not evident

Established procedures include:

- Writing affidavits
- Preparing witness statements
- Reports on recommendations for sentencing
- Orders, as required by court

Gather evidence and document includes:

- Material that does not neglect leading, descriptive and factual questions

Arrangements to support attendance of witnesses in court include:

- Transport arrangements
- Briefing about etiquette and protocol of court process

Provide information to users of the court process includes:

- Explaining court and legal process jargon to clients and significant others, ensuring that they have understood the implications of a court decision
- Pre and post court briefing about etiquette and protocol of court processes and linkage to case plan and or future actions

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of court processes in which workers are expected to participate

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

Related units:

This unit should be assessed in conjunction with related units:

- CHCCM506B Undertake case management in a child protection framework
- CHCCOM403A Use targeted communication skills to build relationships

CHCPROT405D

Provide supervision in the community

Descriptor

This unit describes the knowledge and skills required by workers who provide legislated and protective services to children and young people at substantial risk of abuse or neglect and/or are subject to court mandates/ orders

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community service work in security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Promote cooperative behaviour

- 1.1 Communicate positive and realistic expectations of child/young person's behaviour to child
- 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 feedback with client and relevant parties
- 2.3 Take appropriate action
- 2.4 Ensure providers receive relevant client information
- 2.5 Undertake all appropriate record-keeping and reporting 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Coordinate community programs | 3.1 Assess specific client needs and match to an existing program |
| | 3.2 Employ appropriate communication techniques to engage young client and to address specific needs, including those relating to <ul style="list-style-type: none">- culture- disability- development- gender |
| | 3.3 Consult relevant community organisations to identify available programs to meet specific client needs |
| | 3.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs |
| | 3.5 Provide relevant information to client as appropriate |
| 4. Fulfil legislative responsibilities | 4.1 <i>Provide child/young person with community supervision</i> in accordance with relevant legislation, policies and procedures |
| | 4.2 Provide supervision to assist client 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 Where possible, consulted child/young person in the preparation of reports |

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:

- 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
- Identifying and implementing 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

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain physical and emotional security and safety
- Interact with clients in appropriate ways
- Manage critical incidents and/or situations
- Maintain and use security systems
- Apply knowledge of organisation and legislative requirements
- Use typical processes listed in the Range Statement

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:

- Identify, interpret and adapt behaviour management theories, models and techniques
- Promote relapse prevention strategies and non-offending behaviour
- Demonstrate understanding of particular issues of the significant others of young offenders
- Communicate effectively with clients, families and members of justice system
- Utilise age appropriate behaviours and language
- Operate all relevant security equipment
- Demonstrate application of skills in:
 - conflict management
 - role modelling
 - engaging involuntary clients
 - engaging significant others
 - first aid
 - observation and assessing of behaviour
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

The contexts for provision of supervision and security include:

- Within a detention facility
- Of clients, staff and physical environment

Provide child/young person with community supervision will be carried out within requirements established by:

- Court orders
- A range of legislation including social justice, equity and access, workplace health and safety and security
- Organisation policy and procedures
- Relevant program standards
- International conventions relating to the rights of children and young persons

Admitting people to facility includes:

- Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate

Integration into residential setting includes:

- Establishing processes for resolving issues between workers, client and other residents
- Explaining expectations of client while in facility
- Explaining rules and consequences for behaviour to client
- Ideology relating personal and communal behaviour operating in facility is explained to client

Security involves:

- Physical safety of people and providing a sense of well being and maximum care and protection to clients and staff

Maintaining security involves ensuring a safe and healthy environment by monitoring physical security systems such as:

- Perimeter fence
- Buildings
- Locks
- Alarm systems
- Camera surveillance
- Radio/intercom systems

Contributing to reintegration of client back into community including:

- Providing information about services, programs and financial supports that client can access
- Utilising networks to provide client with access to opportunities available in community

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT406C

Facilitate court orders

Descriptor

This unit describes the knowledge and skills required to interpret legal processes to consider options, make recommendations and plan a course of action for a juvenile offender

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community service work in security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 1. Prepare recommendations for orders | 1.1 Collect and analyse <i>relevant documentation</i> and validate with appropriate sources |
| | 1.2 Undertake <i>interviews</i> with appropriate information sources |
| | 1.3 Base <i>decision-making</i> about orders on a range of relevant principles and criteria |
| | 1.4 Use established procedures to document recommendation for order and make available appropriately |
| | 1.5 Ensure legal rights of client are maintained through the provision of information, checking for understanding of these rights and advocating for them where appropriate |
| 2. Collect information about order implementation | 2.1 Ensure actions and decisions arising from court process are made available to all appropriate parties in a culturally and linguistically appropriate manner |
| | 2.2 Provide information about implementation of court order to client and significant others and negotiate and document details |
| | 2.3 Make arrangements with relevant agencies to carry out order |
| | 2.4 Make referrals to ensure recommendations on order are undertaken |

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. *Plan and monitor orders*

PERFORMANCE CRITERIA

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

- 3.1 Identify, plan for and arrange *resources* needed by client to participate in order
- 3.2 Monitor progress of adherence to order, *take action on compliance* or non compliance with legal mandate, and keep all relevant parties informed on an ongoing basis
- 3.3 Plan for activities, resources and responsibilities cooperatively with client, significant others and service providers
- 3.4 Document action and decisions based on order

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:

- Dynamics of adolescent offending
- Dynamics of young offender's families; peer group, community
- Legal implications and responsibilities of a juvenile justice worker
- Bail and remand diversion processes
- Effects of incarceration
- Services and resources
- Levels of authority and decision-making
- Relevant policy and procedures
- Relevant legislation
- Legal resources available
- Social issues/status of young people (age, ethnicity, subculture, access of education/employment)
- Psychological issues and concepts

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct interviews
- Prepare court reports
- Interpret/analyse interview data and information sources
- Interpret legal and court processes and orders
- Develop, monitor and evaluate case plans
- Demonstrate knowledge related to applicable agency and legislative requirements
- Use typical processes listed in the Range Statement

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:

- Interpret legal ground for making decisions and legal procedures
- Communicate effectively with clients, significant others and members of justice system
- Prepare court reports
- Demonstrate application of skills in:
 - planning and negotiation
 - interpretation of policies procedures, and standards
 - networking, negotiation and liaison with relevant parties

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.

The contexts for facilitation of court orders include:

- Within a detention facility
- Within an order to be undertaken in the community involving varying degrees of supervision

Facilitation of court orders will be carried out within requirements established by:

- Court processes and determinations
- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Agency policy and procedures
- Relevant program standards

Relevant documentation includes:

- Legal status of client (bail, control order, remand, appeal)
- Offending history
- Significant other history such as educational, social and medical history

Interviews include those with:

- Client about current legal and social status
- Significant others
- External organisations
- Relevant government organisations

Decision-making is based on:

- Determinations operating within the Juvenile Justice system

Monitoring compliance with legal mandates, a range of actions for non-compliance includes:

- Explaining consequences of non-compliance
- Encouraging client to accept and demonstrate responsibility for non-compliance
- Provision of information to all relevant parties on breach of legal order
- The setting up of processes to deal with breach

Take action on compliance includes:

- Reporting back to court process on the consequences of this on future of client

RANGE STATEMENT

Plan and monitor orders includes:

- Developing plans that outline a range of goals, such as reducing offending behaviour
- Relationship with significant others
- Community, vocational and leisure activities
- Gaining agreement from client on their achievement and corresponding timelines

Resources needed include:

- Money in form of allowances
- Entitlements, counselling
- Arrangements for accommodation
- Transport support
- Information

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of processes required for the facilitation of court orders

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT407D

Provide supervision in a secure system

Descriptor

This unit describes the knowledge and skills required to supervise activities and provide for physical safety, security, well being, care and protection for young offenders and staff

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community service work in security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Support client induction and *integration*

PERFORMANCE CRITERIA

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

- 1.1 Establish processes for resolving issues between workers, client and other residents
- 1.2 Explain expectations of client while in facility
- 1.3 Explain rules and consequences for behaviour to client
- 1.4 Explain expectations related to personal and communal behaviour operating in facility to client

2. Protect the safety and welfare of clients

- 2.1 Evaluate options for maintenance of safety and take actions 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 3. Promote positive behaviour | 3.1 Communicate positive and realistic expectations of child/young person's behaviour to child |
| | 3.2 Regularly identify examples of positive behaviour and explain to child/young person |
| | 3.3 Use clear communication, suggesting positive options to encourage child/young person to cooperate |
| | 3.4 Draw attention of child/young person to positive aspects of their behaviour |
| 4. Encourage participation in programs | 4.1 Assess specific needs of clients and match to existing programs |
| | 4.2 Employ appropriate communication techniques to engage young client to address specific needs, including those relating to: <ul style="list-style-type: none">- culture- disability- development- gender |
| | 4.3 Encourage and support child/young person to participate in all programs, especially those addressing offending behaviour |
| | 4.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs |
| | 4.5 Provide relevant information to client as appropriate |

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:

- 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
- Identifying and implementing 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

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain physical and emotional security and safety
- Interact with clients in appropriate ways
- Manage critical incidents and/or situations
- Maintain and use security systems
- Apply knowledge of organisation and legislative requirements
- Use typical processes listed in the Range Statement

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:

- Identify, interpret and adapt behaviour management theories, models and techniques
- Promote relapse prevention strategies and non-offending behaviour
- Demonstrate and apply understanding of particular issues of significant others of young offenders
- Communicate effectively with clients, families and members of justice system
- Utilise age appropriate behaviours and language
- Operate all relevant security equipment
- Demonstrate application of skills in:
 - conflict management
 - role modelling
 - engaging involuntary clients
 - engaging significant others
 - first aid
 - observation and assessing of behaviour
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

The contexts for provision supervision and security include:

- Within a detention facility
- Of clients, staff and physical environment

Provision of supervision and security will be carried out within requirements established by:

- Court orders
- A range of legislation including social justice, equity and access, workplace health and safety and security
- Organisation policy and procedures
- Relevant program standards
- International conventions relating to the rights of children and young persons

Admitting people to facility includes:

- Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate

Integration into residential setting includes:

- Establishing processes for resolving issues between workers, client and other residents
- Explaining expectations of client while in facility
- Explaining rules and consequences for behaviour to client
- Ideology relating personal and communal behaviour operating in facility is explained to client

Security involves:

- Physical safety of people and providing a sense of well being and maximum care and protection to clients and staff

Maintain a healthy and safe environment involves monitoring physical security systems such as:

- Perimeter fence
- Buildings
- Locks
- Alarm systems
- Camera surveillance
- Radio/intercom systems

Contributing to reintegration of client back into community including:

- Providing information about services, programs and financial supports that client can access
- Utilising networks to provide client with access to opportunities available in community

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT409D

Provide primary residential care

Descriptor

This unit describes the knowledge and skills required to provide for care and support of clients and assist their transition from primary/residential care

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to work in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| <p>1. Outline terms of placement with client in care</p> | <p>1.1 Where appropriate, clearly explain to clients what they can expect from the placement; philosophies, values and rules operating; opportunities within the placement, and strategies for maximising benefits of the placement</p> <p>1.2 Clarify boundaries of confidentiality with client</p> <p>1.3 Use appropriate language and approach to communicate processes to resolve issues and review placement and external and internal grievance procedures</p> <p>1.4 Explore and clarify understanding of client rights and expectations about direct care</p> <p>1.5 Explain rules and consequences for behaviour, and where appropriate negotiate with client in ways that are understandable and culturally appropriate</p> <p>1.6 Complete and maintain all relevant documentation in accordance with organisation procedures</p> |
| <p>2. Provide/mobilise domestic support</p> | <p>2.1 Provide ways of addressing daily needs and negotiate with client</p> <p>2.2 Implement all appropriate procedures to ensure the environment is clean, healthy and safe</p> <p>2.3 Negotiate appropriate strategies for continued use, maintenance and/or disposal of client's personal possessions</p> |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

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| 3. Provide for client education, support and development | 3.1 Implement a range of approaches to life skills training, including provision of positive role models to ensure client's specific needs are addressed |
| | 3.2 Assist client to identify and implement appropriate goals, strategies and activities to enhance their move to autonomy and self empowerment |
| | 3.3 Make appropriate arrangements to support client in care to undertake relevant vocational training and/or employment |
| | 3.4 Negotiate appropriate processes for provision of health care education with relevant referral agency/organisation/department to ensure their delivery |
| | 3.5 Negotiate appropriate processes with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms |
| | 3.6 Establish appropriate relationship with client to maximise access to development opportunities and participation in a range of services |
| 4. Contribute to reintegration of client | 4.1 Negotiate planning for 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 |

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 statutory procedures, responsibilities and rights
- Service protocols, philosophies and processes
- Resources and programs available
- Stage of grief
- Impact and signs of abuse
- Cultural protocols, systems, taboos
- Parenting models
- Budgeting practices
- Protocols in working with professional service providers
- Child development stages/models

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate effective care arrangements, rights and responsibilities
- Provide a range of care services
- Provide opportunities for positive experiences, client self development and self-esteem building
- Demonstrate knowledge related to applicable organisation and legislative requirements

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 interpersonal skills, including:
 - assertion
 - negotiation
 - establishing role boundaries
- Demonstrate application of skills in:
 - effective communication
 - behaviour management
 - stress management
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

The contexts for the provision of primary care include:

- On the selection and implementation of an intervention either on a voluntary or involuntary basis
- A voluntary seeking for support outside of statutory mandates
- A preventative pro-active activity
- Government, non-government and community based range of services

Provision of primary care will be undertaken within requirements established by:

- State and commonwealth legislation
- Organisation processes, procedures and standards
- Organisation codes of conduct and ethical position
- International conventions on the rights of children and young people

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 of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should be assessed across the range of clients and client situations e.g. Voluntary and involuntary clients

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT411C

Provide for care and protection of clients in specific need

Descriptor

This unit describes the knowledge and skills required to respond to outcomes of notification and investigation

Employability Skills

This unit contains Employability Skills

Application

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Options to address client needs are identified

PERFORMANCE CRITERIA

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

- 1.1 Assess protection requirements according to available information
 - 1.2 Collect further information as appropriate
 - 1.3 Determine options for most appropriate course of actions against *level of risk* before decisions are made
 - 1.4 Negotiate and implement options for leaving child or young person within care of significant others and negotiate agreement to engaging in a range of programs
-
2. Care and protection actions are negotiated and evaluated
 - 2.1 Base protective actions on interests and needs of at risk children and young people
 - 2.2 Identify range of programs for assistance of significant others to maintain care of child and young person, provide referral information, and negotiate support to access programs
 - 2.3 Provide information to significant others about responsibilities, statutory mandates and consequences of options for *removal* of child/ young person
 - 2.4 Utilise processes to monitor and evaluate participation by significant others in *voluntary programs*
 - 2.5 *Negotiate care placements* for clients with relevant agencies and significant others where instigated
 - 2.6 Assess *cultural implications* for use of range of options and incorporate in planning and negotiation with client and significant others

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:

- Statutory framework and responsibilities
- Indicators of risk situations
- Options for resolving risk situations
- Cultural environment related to service delivery
- Options for development and training of carers and significant others
- Relevant child protection theories

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement legal requirements
- Assess client needs
- Resolve 'at risk' situations

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:

- Make decisions based on complex information
- Demonstrate application of skills in:
 - conflict resolution and negotiation
 - high level communication skills
 - dealing with specific communities in own work area

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.

The contexts for options being identified, negotiated, and assessing care and protection for people in situations of specific need include:

- Significant others/clients home
- Case conference

Identifying, negotiating and assessing of care and protection for people in situations of specific need will be carried out within requirements established by:

- Commonwealth, and state legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards

Level of risk is assessed:

- Taking into consideration a range of information, observations, interviews and assessing these against established criteria for different categories of risk

Categories of risk include:

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Cultural implications include:

- Indigenous kinship, extended family considerations
- Ethnic family dynamics
- Intra and inter family dynamics

Agreed outcome:

- Agreement by significant others/child/young person on action required that will overcome protective concerns
- Identified agreed goals, objectives, tasks, responsibilities, timelines, arrangements for supervision, monitoring and review, placement and/or support services

Voluntary programs for significant others include:

- Parenting skills
- Financial management
- Counselling or therapy

RANGE STATEMENT

Negotiate care placements may include:

- Contacting care agency
- Transporting client to placement
- Developing a case plan that includes access arrangements

Removal may include:

- Preparing documentation for court processes
- Obtaining a decision from a court process
- Use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions
- Action planning
- Setting of boundaries for roles and actions
- Demonstration of empathy and rapport building
- Age appropriate language and questioning techniques
- Conflict resolution
- Managing grief and change processes
- Working with adolescents

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 of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

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
- Resources required for assessment of this unit include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT422A

Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework

Descriptor

This unit deals with the skills and knowledge required to deliver services within the context of Aboriginal or Torres Strait Islander child protection services

Employability Skills

This unit contains Employability Skills

Application

This unit is basic to the delivery of any aspect of child protection services to members of Aboriginal or Torres Strait Islander communities

The unit applies to workers working in Aboriginal and Torres Strait Islander people child protection services

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply understanding of cultural issues and complexities of working with Aboriginal and Torres Strait Islander families and communities within a child protection context

2. Demonstrate an awareness of relevant sections of legislation which focus on Aboriginal and Torres Strait Islander children and young people

PERFORMANCE CRITERIA

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

- 1.1 Identify historical, *social, political, economic and environmental factors which impact on Aboriginal and Torres Strait Islander people* in contemporary society.
- 1.2 Identify intergenerational effects on past and current parenting, and relationships for families
- 1.3 Identify *barriers* and the risk factors that impact on child safety provision to Aboriginal and Torres Strait Islander children and young people

- 2.1 Apply the Aboriginal and Torres Strait Islander Child Placement Principle
- 2.2 Identify the role of Aboriginal and Torres Strait Islander recognised entities within relevant legislation
- 2.3 Identify culturally appropriate support and advocacy for Aboriginal and Torres Strait Islander children and their families

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

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|--|--|
| 3. Work in a culturally safe manner | 3.1 Demonstrate a commitment to achieving access and equity in services for Aboriginal and/or Torres Strait Islander people |
| | 3.2 Ensure services delivered support Aboriginal and/or Torres Strait Islander people and communities to be self-determined and empowered |
| | 3.3 Deliver services safely as limited by own level of competence and responsibility and in line with <i>organisation policies, regulatory requirements</i> and community protocols |
| | 3.4 Identify and report <i>cultural factors that produce stress</i> and have a potential to impact own work practices to organisation as appropriate to support service delivery and personal well being |
| 4. Reflect an understanding of the role of recognised agencies | 4.1 Demonstrate an understanding of the role of the recognised entity |
| | 4.2 Identify the roles of recognised entity in influencing child protection decision-making processes and use these appropriately within the context of own work role |
| | 4.3 Identify strategies for sourcing cultural linkages and information relevant to the provision of out of home care for Aboriginal and/or Torres Strait Islander children and young people |
| | 4.4 Establish and maintain networks with agencies associated with child protection services to support Aboriginal and Torres Strait Islander well being |
| | 4.5 Maintain confidentiality of client information |

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:

- Aboriginal and/or Torres Strait Islander history, including:
 - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
 - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
 - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
 - impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities, families and individuals.
- Social, cultural and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander well being, including:
 - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
 - importance of land, tradition and cultural practice to Aboriginal and/or Torres Strait Islander health
 - impact of socioeconomic factors on child protection
 - social and political factors that perpetuate disadvantage
 - importance of personal achievement, education and supportive family / social networks
 - strategies Aboriginal and/or Torres Strait Islander families may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
 - impact of environmental factors on health
- Barriers to improving environmental determinants.
- Knowledge of key decision-making areas relevant to recognised agencies and the legislative background for these areas including the current situation in relation to Aboriginal and Torres Strait Islander people and Child Protection and the CMC

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Communicate effectively and sensitively to establish a relationship of trust with clients
- Initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for child protection
- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Recognise and articulate the best interest of the child and family

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.

Cultural respect:

- This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples
- It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance
- Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community control:

- Community participation and control in decision-making is essential to all aspects of work, and the role of the child protection worker is to support the child, family and the community in this process

Supervision:

- Supervision must be conducted in accordance with prevailing State/territory and organisation legislative and regulatory requirements
- References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals
- A person at this level should only be required to make decisions about clients within the organisation's guidelines and policies

RANGE STATEMENT

Legislative requirements:

- Federal, state or territory legislation may impact on workers' practices and responsibilities
- Implementation of the units of competency should reflect the legislative framework in which a worker operates
- However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables
- Aboriginal and/or Torres Strait Islander workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs
- As a result, they may need to possess more competencies than described by 'usual circumstances'
- Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework, for example the Child Protection Act

The history of Aboriginal and Torres Strait Islander people includes:

- Post-colonial legacy of social and economic disadvantage
- Survival and maintenance of culture, kinship and connection with the land
- Evolution and scope of the role of the Aboriginal/Torres Strait Islander Child Protection Worker up to the contemporary context

Cultural factors that produce stress may include:

- Community and/or own expectations that may involve, for example:
 - extended work hours,
 - functions outside work role,
 - unrealistic accountability/responsibility for resolving community problems.
- Multiple accountability to employer, community, family and child

RANGE STATEMENT

Social, political, economic and environmental factors which impact on Aboriginal and Torres Strait Islander people include:

- Health outcomes
- Colonisation and invasion
- Land rights and native title
- Dispossession
- Acts of government including assimilation policies
- Stolen generations
- Racism
- Employment
- Poverty
- Police-community relations
- Housing
- Education
- Substance misuse
- Acculturation and
- Political leverage

Agencies associated with child protection services may include:

- Community controlled health providers
- Women's/men's centres
- Government services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community government councils
- Elected community organisations
- Homeland/outstation service providers

Aboriginal and Torres Strait Islander bodies, strategies, policies and resources may include:

- Aboriginal and Torres Strait Islander child placement principle.
- Prevention and early-intervention programs relating to indigenous children
- Family reunification

RANGE STATEMENT

Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to Primary Health Care and specialist health services
- Cultural barriers, such as poison cousin and kinship barriers

Recognised agencies may include:

- Aboriginal and Torres Strait Islander child protection services

Organisation policies and regulatory requirements may include:

- Protocols document
- Practice manual
- Privacy and confidentiality guidelines
- Occupational health and safety (OHS) guidelines

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT423A

Support transition from care

Descriptor

This unit describes the skills and knowledge required to contribute to and support children and young people's transition from the care environment

Employability Skills

This unit contains Employability Skills

Application

This unit applies to a range of child and young person focused work, including protective care and child protection work

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Inform the development of transition from care plans

PERFORMANCE CRITERIA

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

- 1.1 Consult with the young person and other key stakeholders to identify *options for safe transition from care*
- 1.2 Consult existing case plans to identify any *appropriate supports to be included in transition from care*
- 1.3 Contribute to the identification and recording of *specific strategies as part of a transition from care plan*
- 1.4 Clarify and confirm the young person's own identified needs and wants for inclusion in transition from care plans
- 1.5 Empower the young person to make informed choices about transition from care arrangements
- 1.6 Ensure planning reflects the *relevant child protection obligations for transition from care*

2. Implement transition from care plans

- 2.1 *Support young person* to implement strategies to transition from care according agreed plans
- 2.2 Identify aspects of transition from care plan that may need adjusting at any point of implementation as part of *contingency management*
- 2.3 Assess need for any additional supports for effective transition from care
- 2.4 Provide opportunities for *young person to safely express their responses about transition from care arrangements*

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Support child/young person to transition from care | 3.1 Consult with young person to identify support needs for effective transition from care |
| | 3.2 Present young person with range of information about support systems and processes |
| | 3.3 Facilitate young person's <i>referral to additional supports</i> when appropriate |
| | 3.4 Liaise with other support agencies about needs of young person transitioning from care |
| | 3.5 Ensure young person has necessary practical assistance for effective transition from care |
| | 3.6 Provide follow up support according to organisation policy after young person has transitioned from care |

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:

- Child protection system and relevant legislation to be applied in transition from care activities according to work jurisdiction
- Effects of involvement in the child protection system on young people in care and transitioning from care
- United Nations Convention on the Rights of the Child
- Principles of good practice in child protection work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role and preparation for transition from care strategies
- Factors which may influence or contribute to successful transition from care
- Range of needs the young person may have to transition from care
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes applying to the activities occurring internal and external to the child protection and protective care environments
- Rights and responsibilities of young people and their families/carers in the child protection system
- Rights and responsibilities of own work performance in child protection system
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints about the child protection system
- Agency systems for recording and reporting a range of information about young people, the child protection system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Own work role and from whom assistance and advice should be sought
- Promotion and development strategies for transition from care activities

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess young person's needs to prepare to transition from care
- Implement activities to support the preparation of transition from care
- Implement activities without compromising safety and well being of the young person
- Monitor and support the young person activities to effectively transition from care
- Support the young person's goals and attempts to enable them to benefit from transition from care
- Monitor where required as part of job role, the transition from care preparation process and implementation activities

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:

- Communicate effectively with young people to ensure understanding of supports available to transition from care
- Monitor and evaluate strategies and transition plans
- Liaise with other stakeholders in the development of preparation plans including young person, their families, internal. and external supports
- Undertake risk analysis of all aspects of the transition from care plan
- Observe and report matters to relevant personnel as required within the job role
- Implement procedures for safety of young person, self and others
- Identify young person needs for transition from care
- Consult with out of home care providers where appropriate
- Advocate for the rights, needs and safety in transition from care processes

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.

Options for safe transition from care may include:

- Reunification with immediate or extended family members
- Independent living
- Semi independent youth accommodation programs
- Residency with family friends
- Share housing
- Community engagement and kinship networks

Appropriate supports to include in transition from care may include:

- Income support systems
- Assistance locating suitable accommodation
- Referral to specialist services e.g. medical, counselling
- Facilitating engagement with further education and training opportunities
- Referral to appropriate Employment Agencies
- Practical supports
- Information on Tenancy Advice
- Transportation
- Follow up arrangements

Specific strategies as part of a transition from care plan may include:

- Assisting the young person to identify goals and actions to achieve most appropriate transition from care
- Establishing priorities for practical support needs e.g. income, resources, transport etc..
- Activities to provide for the appropriate psychological preparation to transition from care
- Skills assessment for independent living
- Developing budgets and priorities for transition from care
- Linking young person with key agencies
- Brokering support services where necessary
- Providing necessary information to empower the young person to make key decisions about their own needs and well being
- Plans for providing information about to the young person long term care history

RANGE STATEMENT

Relevant child protection obligations for transition from care include:

- Obligations and regulations for transition from care are specific to the child protection legislation for individual jurisdictions and may include but is not limited to:
 - practical support for the young person transitioning from care e.g. payments, resources of material nature
 - case plans developed in consultation with the young person and any identified parties
 - monitoring and reviewing the transition for a period of follow up
 - gradual transition from care arrangements
 - linking the young person with key agencies
 - respecting the rights, needs and safety of young people

Support the young person may include:

- Provision of necessary information to allowed informed decision-making
- Provision of practical supports and/or ensuring the access to practical support
- Advocacy in planning and implementation processes
- Access to personal records
- Assisting with establishing independence and community linkages
- Assessing the safety of decisions in consultation with the young person at all times

Contingency management may relate to:

- Financial limitations
- Inability to facilitate the first preferences for transition
- Unexpected or intense emotional responses to transition from care
- Timeframe and logistical issues
- Illness
- Young person indicates a desire/need to change some or all of the goals in the transition from care plan

Young person expresses their responses about transition from care may refer to:

- Extreme and or unexpected emotional or physical expressions including sadness, excitement, anger, grief, fear, anxiety
- Fear about independence from the care environment
- Perceptions of loss of security and/or reinforced abandonment issues
- Needs for reassurance of capacity to self care

RANGE STATEMENT

- Referral to additional supports may include:*
- Health
 - Education
 - Youth
 - Employment
 - Advocacy
 - Transport
 - Recreation
 - Drug and alcohol
 - Mental health and/or psychological services
 - Legal aid
 - Cultural supports
 - Community linkages
- Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health may include:*
- Racism, including community and institutionalised racism
 - Discrimination
 - Socioeconomic status
 - Access to essential services and infrastructure
 - Lack of coordination of government at all levels
 - Inadequate resources/funding
 - Lack of community control and ownership
 - Lack of political leverage
 - Language barriers
 - Disease focus of mainstream health care delivery
 - Differences in concept of ill health
 - Geographic access to primary health care and specialist health services
 - Cultural barriers, such as poison cousin and kinship barriers
- Recognised agencies may include:*
- Aboriginal and Torres Strait Islander child protection services
- Organisation policies and regulatory requirements may include:*
- Protocols document
 - Practice manual
 - Privacy and confidentiality guidelines
 - Occupational health and safety (OHS) guidelines

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT424A

Develop a child protection practice framework

Descriptor

This unit describes the skills and knowledge required to identify principles and practices relevant integral to development of a child protection practice framework

Employability Skills

This unit contains Employability Skills

Application

This unit applies to a range of child protection work environments

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Research and assess critical elements of legislation that underpin a framework for child protection practice

2. Assess and define own role to establish and maintain a practice framework

PERFORMANCE CRITERIA

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

- 1.1 Identify and assess *legislative requirements* and purposes of child protection responsibilities and delegations with relevance to own job functions
 - 1.2 Apply understanding of child protection legislation and principles when working with children and families
 - 1.3 Research and assess for application to work practices, *relevant industry standards and best practice strategies*
 - 1.4 Establish *practice framework* approaches that align with statutory obligations and own professional boundaries
-
- 2.1 Analyse job role against *statutory requirements* and position specifications in consultation with supervisors or other relevant personnel
 - 2.2 Recognise relationship between job functions, client outcomes and own practice framework
 - 2.3 Reflect upon personal and professional ideologies/values and how these may influence practice frameworks
 - 2.4 Research and apply contemporary approaches to child protection and assess relevance to own practice framework

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Review practice frameworks as part of professional practice

PERFORMANCE CRITERIA

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

- 3.1 Seek support from colleagues and other relevant personnel to work through conflicts in practice frameworks and organisation expectations/standards
- 3.2 Participate in regular *supervision* to maintain and review practice frameworks
- 3.3 Research new and emerging issues in child protection practice and assess for impact on own practice framework

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:

- Own roles, responsibilities and statutory obligations within child protection systems
- Legislation relevant to child protection work
- Powers, orders and processes relating to child protection
- Issues for children and families involved with the child protection system
- Organisation guidelines for child protection work
- Contemporary approaches to child protection work
- Purpose and relevance of regular supervision to the maintenance of practice frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a clear understanding of own child protection practice framework
- Establish an effective process for practice reflection
- Research and analyse emerging and contemporary approached and issues in child protection work

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 and assess relevant research
- Identify relationship between practice frameworks and statutory requirements, organisation ideology
- Describe practice approaches in terms of practice framework
- Compare a variety of practice frameworks

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.

Legislative requirements may include:

- Child Protection legislation
- Privacy legislation
- Family Law Act
- Youth Justice legislation
- Domestic Violence legislation

Relevant industry standards and best practice strategies may include:

- Provide immediacy of response to protect children
- Paramount is respect for child's safety, rights and well being
- Children receive the help they need when they need it
- Ensure children voice is heard and encourage child focused practice
- Collaborative practice with other services to improve response to children in need of protection
- Effective risk assessment practices to ensure safety of the child
- Demonstrate leadership and accountability for work practices

A practice framework is:

- Provides understanding and guidance to practitioners approach to and decision-making for work and may include:
 - professional values
 - underpinning theories
 - principles of practice
 - recognition of external/secondary influences on practice e.g. legislation, organisation policies
 - clear understanding ideological basis of practice

Statutory requirements may include:

- Mandatory notifications
- Risk assessments and reporting
- Investigation responsibilities

Supervision may include:

- Internal casework supervision
- Peer supervision
- External practice supervision

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT429A

Work collaboratively to maintain a child safe environment

Descriptor

This unit describes the skills and knowledge required to work within an interagency framework and agreed protocols to maintain a child safe environment

Employability Skills

This unit contains Employability Skills

Application

This unit applies to a range of child protection work occurring in an interagency framework of practice

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Implement principles of child protection practice
 - 1.1 Perform work requirements according to legal, political and social contexts of child protection work
 - 1.2 Perform duties within requirement of child protection system and *roles and responsibilities of key agencies* within the system
 - 1.3 Ensure work practices reflect understanding of *impacts of child abuse and neglect* on 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 Consider 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 work and collaborative practices

3. Work collaboratively with children and families from diverse backgrounds
 - 3.1 Respond appropriately to children and families with *culturally and linguistically diverse backgrounds*
 - 3.2 Develop effective working relationships with agencies supporting children and families from diverse backgrounds
 - 3.3 Liaise and consult with other agencies and personnel as appropriate

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:

- Legal, social and political context of child protection work
- Interagency framework and agreed protocols
- Structure and processes of child protection system
- 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 protocols
- Rights, needs and interests of children
- Potential impact of personal values and attitudes on the investigation and assessment of child abuse and neglect
- Worker safety and self management principles
- Cultural and linguistic differences

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a range of collaborative work practices to child protection work
- Conduct interviews with children in a child protection environment according to accepted best practice and agreed protocols

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:

- Liaise with child and family
- Demonstrate effective communication and interviewing
- Conduct an interview in child protection context
- Recognise need to adapt questioning strategies to suit situations
- Establish rapport with children as interviewee
- Undertake self reflection and self assessment
- Seek feedback and make changes to improve interviewing techniques

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.

Key agencies may include:

- Children and families
- Child protection authorities
- Police
- Women's and children's services
- Community and government health services providing a range of services
- Housing agencies
- Education authorities
- Mental health services
- Drug and alcohol services
- Early childhood and/or youth services

Roles and responsibilities may include:

- Child protection assessment
- Criminal investigation psychological and family assessment
- Medical assessment
- Police warrants
- Liaison and referral with other appropriate agencies to support the child and her or his family

Impacts of child abuse and neglect may include:

- Consideration of the nature of child abuse or maltreatment being physical and psychological-recognising the insidious and detrimental impact of child neglect
- Psychological maltreatment is embedded in all forms of child maltreatment and exists in discrete forms
- Negative effects of psychological and physical maltreatment on the cognitive, social, physical and psychological development of children include:
 - insecure attachment relationships
 - distorted development and functioning leading to withdrawal, aggression
 - interruption of social competence and social adjustments
 - behavioural difficulties
 - learning difficulties
- Dynamics of abuse and neglect or maltreatment and the increased vulnerability of a child who has experienced abuse and neglect

RANGE STATEMENT

Agreed protocols and guidelines for collaborative practice in child protection may include:

- UN Convention on the rights of the child 1989
- Child protection legislation
- Relevant interagency guidelines
- Codes of practice in child protection work
- Safety, well being and best interest of the child are paramount considerations
- Listen to the voice of the child
- Need to work in partnership between government, non government agencies and families in taking responsibility for and responding to child abuse and neglect
- Promotion of interagency cooperation and communication to ensure best outcomes for the child and their family.
- Collaborative working agreements that allow for timely, efficient and effective interagency processes to respond to child abuse and neglect.

Needs, rights and interests of the child may include:

- Every child has the right to be safe from harm
- Every child has a right to care in a safe and stable environment
- Rights as defined in the UN Convention on the Rights of the Child

Challenges of child protection work in a collaborative practice may include:

- Need for agreements for collaborative practices and the foundation of effective interagency work
- Values and attitudes in relation to children and their families
- Values and attitudes in relation to the role of your own agency
- Values and attitudes in relation to the role of other key agencies
- Organisation values
- Differences between agencies in relation to roles, histories, cultures, powers and priorities, status and perceived power, systems accountability, supervision and responsibilities for decision-making
- Communication issues of information exchange and privacy considerations, communication styles

RANGE STATEMENT

Effective safe work and self management strategies may include:

- Safe work practices
- Note changes in professional practice
- Appropriate supervision
- Clarity about roles
- Regular multi-disciplinary case reviews
- Multi-disciplinary training
- Physical, psychological and emotional safety plans
- Communication
- Debriefing

Culturally and linguistically diverse backgrounds may include:

- Ethnicity
- Race
- Religion
- Traditions
- Language
- Values
- Customs
- Family structures and relationships

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT430A

Develop and implement a multi agency investigation and child risk assessment strategy

Descriptor

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

Employability Skills

This unit contains Employability Skills

Application

This unit applies to a range of child protection work contexts where assessment of children at risk is a critical part of the job role

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify appropriate strategies for investigation and assessment

PERFORMANCE CRITERIA

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

- 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 of issues to be addressed* that relate to meeting individual 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 interagency frameworks*
- 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

2. Select and implement the strategy

- 2.1 Evaluate the choice of *strategy* against *key principles of child protection work*
- 2.2 Implement the strategy that best meets the needs of the child and secures the safety and well being of the child
- 2.3 Plan and support the implementation of *practical arrangements*
- 2.4 Facilitate and support *appropriate referrals* as required
- 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 and communicate between agencies in relation to monitoring and review of strategy during and following action

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:

- Roles, responsibilities and functions of key agencies and personnel participating in interagency and collaborative case work
- A range of potential issues that may present and require action in investigation and risk assessment strategies
- Family, cultural and community considerations relevant to investigation and child risk assessment strategies
- Organisation and interagency collaborative frameworks
- Range of options for intervention
- Key principles of child protection work
- Strategic planning processes required to facilitate child protection work
- Organisation policies and procedures
- Legislation and regulations of child protection work relevant to the investigation and assessment of children at risk
- Strategies for effective communication with a diverse range of people

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with other key agencies to develop, implement and review an investigations and assessment strategy
- Identify key consideration when developing an investigation and assessment strategy

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:

- Apply high level interpersonal and communication skills including questioning, active listening, verbal and non-verbal communication to gain information for purpose of risk assessment
- Identify and facilitate appropriate referral actions
- Participate and conduct interagency meetings
- Undertake effective negotiation and conflict management
- Liaise and network with a range of key agencies and personnel
- Recognise and enforce own and agency limitations and boundaries
- Collect and share critical information for the purpose of collaborative actions across agencies and cases
- Analytically assess issues, options, needs and consider in relation to each individual child's circumstance
- Use effective consultation processes when working with other agencies and personnel
- Participate in collaborative risk assessment processes
- Implement an agreed strategy
- Monitor and review an agreed strategy
- Participate collaboratively in interagency meetings

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.

Agencies and personnel may include:

- Children and families
- Child protection authorities
- Police
- Women's and Children's services
- Community and government health services providing a range of services
- Housing agencies
- Education authorities
- Mental Health Services
- Drug and Alcohol Services
- Early Childhood and/or Youth Services

Roles and responsibilities of key agencies and other personnel may include:

- Child protection assessment
- Criminal investigation
- Psychological and/or family assessments
- Medical/health assessments
- Issue of police warrants
- Speaking with the child and/or family
- Supporting the child and/or family
- Liaison and referral with other appropriate agencies to support the child and family

Relevant agency information may include:

- History of contact with the child and their family
- Criminal records/history
- Previous notifications
- Restraining orders, e.g family or domestic violence
- Child school records
- Medical records
- Past, current and pending court proceedings e.g. Family Court involvement
- Services previously involved with the family
- Information held by each agency relevant to the needs of the child and their family

RANGE STATEMENT

Range of issues to be addressed may include:

- Safety, well being and best interests of the child are paramount considerations
- Needs of individual children and the need to involve other individuals and agencies in the strategy discussion to assist in meeting those needs
- Identify suitability of agency to interview
- Preservation and gathering of evidence
- Engaging the caregivers
- Managing and defusing dangerous or potentially dangerous situations
- Managing potential disclosures
- Managing the range of responses and the practical implications for each response, e.g. considering the issues which arise in the process of removing a child from the family
- Referral for medical assessment
- Proceedings under the Family Law Act
- Individual worker safety

Cultural, family and community issues may include:

- Ethnicity
- Race
- Language
- Traditions
- Values
- Beliefs
- Religion
- Spirituality
- Customs
- Family structures and relationship networks
- Family and domestic violence
- Age
- Ability
- Mental health

Organisation and interagency frameworks may include:

- Interagency codes of practice,
- Interagency protocols and guidelines
- Memorandums of understandings
- Documented expectations and agreements
- Organisation policies and procedures

RANGE STATEMENT

Potential risks may include:

- Risk of further harm to the child
- Risk of systems abuse
- Violence and aggression
- Escalation of violence, e.g. siege situation
- Substance abuse
- Mental illness
- Disguised compliance
- Families agency dependency
- Closure of families

Range of intervention options may include:

- Criminal investigation processes – reports, arrest, bail conditions
- Court orders related to domestic and family violence
- Options and orders specified under the relevant child protection legislation in States/Territories
- Family Court interventions under the Family Law act

Strategy may include but is not limited to:

- Joint investigation
- Visits by agencies conducted jointly or separately
- Home visits
- School visits
- Visits to other venue appropriate to the needs of the child
- Negotiating role of the Child Protection Agency in the investigation and assessment

Key principles of child protection work:

- Is defined by each State and Territory within the provision of the relevant Child Protection Legislation

Practical arrangements may include:

- Coordinating resources for investigation
- Coordinating transport and accommodation for the child and protective care givers for the investigations and assessment process
- Developing and coordinating a safety plan
- Coordinating arrangements for the placement or potential placement of a child in alternative care
- Practical arrangements may be informed by the principles of the Interagency framework, guidelines, policies and procedures of the organisation

RANGE STATEMENT

Appropriate referrals may include:

- Referral to child protection services
- Health and community support agencies
- Psychological and counselling services
- Medical assessment service
- Parenting assessment services

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCROT502D

Undertake and implement planning with at-risk children and young people and their families

Descriptor

This unit describes the knowledge and skills required to undertake assessments of children and young people and or families to develop an intervention strategy to reduce the risk of abuse

Employability Skills

This unit contains Employability Skills

Application

This unit applies to statutory child protection work in a range of security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Ensure clients receive services appropriate to their needs

PERFORMANCE CRITERIA

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

- 1.1 Convene and attend relevant meetings to share *information*
 - 1.2 Maintain effective working relationships with relevant agencies, service providers and professionals
 - 1.3 Clarify and document different roles to be played by relevant agencies, service providers and professionals
 - 1.4 Provide information and updates to relevant agencies, service providers and professionals on case management changes and progress
 - 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 Identify competing demands and work pressures and implement strategies to maintain a focus on the clients' needs
 - 2.3 Routinely engage child, family and others to review case plan in a supervised context
 - 2.4 Work within ethical and legislative guidelines

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:

- 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
- Issues affecting particular client groups including:
 - risk factors
 - vulnerability of child
 - history of abuse
 - parents perception of child
 - parents personal characteristics
 - social interaction
 - relationships and spouse

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement case plans through collaboration with key stakeholders which assess and address key risk factors in families and reduce risk to the child/young person
- Demonstrate skills in case management and inter-agency work
- Develop collaborative relationships with child, family and other key stakeholders
- Demonstrate understanding and use of case management tools
- Demonstrate knowledge and utilisation of therapeutic models

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:
 - high level interpersonal skills
 - analysis and judgement
 - risk management
 - oral communication skills required to develop rapport with client
 - . oral communications skills may include listening, asking questions, providing encouragement
 - . language used may be English, sign language or community language depending on client group
 - Literacy competency required to fulfil the procedures of the organisation/service
 - . language used may be English or community language depending on service/organisation
 - Effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Communication will include with:

- People with disabilities or where English is not the first language
- People in particular communities
- Different age and gender groups

Information includes:

- Risk factors, prior history, family strengths

Review procedures include:

- Departmental reviews
- Court reviews
- Review of child family and other stakeholders

Reports include:

- Verbal
- Written
- Completion of proformas
- Meeting reports

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
- Assessment must include a number of clients with complex needs

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes:

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

CHCROT510D

Support the progress and development of young people

Descriptor

This unit describes the knowledge and skills required to monitor the behaviour of young people, to provide effective responses to unacceptable behaviour and to support responsibility for behaviour management and change

Employability Skills

This unit contains Employability Skills

Application

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Maintain supportive contact with young people

PERFORMANCE CRITERIA

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

- 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
- 1.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
- 1.5 Use negotiation techniques to divert and minimise aggressive behaviour
- 1.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Monitor needs, risks and progress of young people

PERFORMANCE CRITERIA

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

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 which might indicate abuse for accuracy and determine the response which is consistent with the issues and their seriousness

2.5 Make decisions on action that are consistent with all available evidence and organisation practice/procedures

2.6 Seek specialist advice and make *referrals* where required

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 the 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 support

3.6 Encourage young people to manage themselves and their development and relationships confidently and productively

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Assist young people to manage risks

PERFORMANCE CRITERIA

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

- 4.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement
- 4.2 Confirm the implications of risk taking behaviour clearly, calmly and objectively
- 4.3 Use restraining techniques according to organisation's policies and procedures discontinued 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

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:

- Organisation's policies, guidelines and procedures related to client management and support
- 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
- Principles of effective communication with young people
- General counselling strategies/techniques for use with young people
- Organisation reporting procedures and practice
- 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
- Principal/relevant cultural practices and customs of the community and the client profiles
- Stages of human development

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interact with young people from different cultural backgrounds
- Support young people according to client/case management objectives, needs and risks and individual circumstances
- Support vulnerable young people and those with special needs and risks
- Identify personal values and their impact on performance

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 knowledge and application of relevant organisation procedures and policies related to client management, personal support for young people in care, referral, reporting, client services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care
- Demonstrate application of skills in:
 - high level communication
 - behaviour management
 - conflict resolution
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Referrals/community services and support will include:

- Social/welfare worker
- Health/medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups

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
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
- 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

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
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in workplace applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

CHCPR0T512C

Coordinate work integrating statutory requirements and responsibilities

Descriptor

This unit describes the knowledge and skills required to coordinate work arising from meeting statutory obligations

Employability Skills

This unit contains Employability Skills

Application

This unit applies to statutory child protection work in a range of security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 1. Evaluate levels or risk | 1.1 Assess priorities and level of risk based on organisation's procedures and policies |
| | 1.2 Co-work cases involving court action, with delegated worker |
| | 1.3 Determine appropriate action in accordance with available resources |
| 2. <i>Provide advice on complex cases</i> | 2.1 Analyse and address current <i>issues arising from statutory intervention</i> |
| | 2.2 Assess information obtained from all relevant stakeholders about client's participation/access to resources |
| | 2.3 Assess and record progress towards achievement of goals |
| | 2.4 Undertake appropriate research to identify options for statutory intervention |
| | 2.5 Consult appropriate stakeholders regarding assessment of information and options for future actions |
| 3. Make judgements in relation to court action | 3.1 Assess evidence and likely court outcomes |
| | 3.2 Assess current trends in legal processes and court decision-making and incorporate in advice provided |

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:

- Responsibilities of statutory work
- Relevant policy and procedures
- Relevant legislation
- Supervision models
- Family dynamics in different cultures

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess and evaluate processes
- Demonstrate liaison and networking
- Apply statutory requirements to the provision of advice
- Interpret legal requirements
- Use knowledge related to applicable agency and legislative requirements in the workplace
- Use typical processes listed in the Range Statement

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:

- Apply policies, procedures, standards and statutory obligations
- Use communication techniques including:
 - active listening
 - reflection
 - summarising questions and statements
 - gaining agreement on actions
 - explaining outcomes
- Use supervision techniques
- Interpret implications of statutory obligations into day to day operations
- Demonstrate empathy and rapport building
- Demonstrate application of skills in:
 - critical incident debriefing
 - action planning
 - team building and management
 - conflict resolution
 - managing grief and change processes
 - stress management

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.

The contexts for coordinating work integrating statutory requirements and responsibilities include:

- Within a juvenile justice environment
- Within a care and protection environment
- Within a statutory supervision environment
- Provision of care environment

Coordinating work integrating statutory requirements and responsibilities will be carried out within requirements established by:

- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards

Provide advice on complex cases includes situations where:

- Life threatening/high risk situations where the client's well being is in imminent danger and a particular legal/court option is sought
- Serious/sustained abuse and/or sexual abuse and multiple injuries
- Multiple difficulties present in family
- Intellectual or psychiatric disability; and chronic and serious drug addiction affecting individual's capacity; and/or
- A wide range of other agencies involved, such as community services, legal, medical and police agencies

Issues arising from statutory intervention include:

- Complications arising from behaviour or practice of client and/or significant others and co-workers

Researching relevant specialised information:

- Information in journals, conference, professional development

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 of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

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
- Resources required for assessment of this unit include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCPROT526A

Work in a child protection environment

Descriptor

This unit describes the skills and knowledge required to participate effectively as part of a child protection team, managing own performance and implementing safe work practices in the child protection context

Employability Skills

This unit contains Employability Skills

Application

This unit applies to child protection work context and may include statutory and non statutory job roles

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work in a child protection team

PERFORMANCE CRITERIA

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

1.1 Participate in and *contribute to functions of child protection team*

1.2 Amend own workload to assist with team priorities including crisis response team work

1.3 Behave according to agreed codes of conduct and with *respect to other team members*

1.4 Build relationships within team and recognise support needs of others

2. Manage own performance as part of the team

2.1 Regularly monitor performance against work plans, organisation objectives and client needs

2.2 Identify and participate in formal and informal opportunities to develop skills and knowledge to optimise performance

2.3 Arrange and *participate in own regular supervision*

2.4 Implement *appropriate self care strategies and work/life balance* with recognition of complexity of child protection work

2.5 Monitor casework and *consult supervisor about specific case concerns*

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Implement personal safety strategies in child protection work

- 3.1 Assess and plan personal safety before initial client contact
- 3.2 Identify level of client aggression and *respond appropriately according to organisation policy*
- 3.3 Use appropriate personal safety strategies during home visits, family contact visits, and when transporting clients
- 3.4 Maintain personal and child protection team safety by sharing critical safety information and client risk assessment according to policy
- 3.5 Complete required incident report documentation

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:

- Child Protection legislation
- Occupational health and safety (OHS) policy and procedures relating to individual worker safety when interacting with clients
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Appropriate response to violence and aggressive client behaviour
- Organisation information systems
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm
- Family dynamics and attachment theories and concerns
- Strategies to engage and build rapport with children
- Impact of child abuse and neglect on child and adolescent development
- Dynamics of domestic and family violence
- Mental health concerns and affects on parenting
- Substance abuse and the effects on parenting
- Dynamics of sexual abuse, risk indicators and how to enhance protective factors
- Suicide prevention strategies

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute to, undertake tasks outside of their defined job role when required to support the team
- Resolves problems through discussion and contributes positively to team meetings
- Establish a learning and development plan
- Access and participate in regular supervision and complete supervision documentation
- Implement personal and team safety procedures

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:

- Effective observation and communication skills
- Implement relevant policies and procedures to ensure task management and worker safety in client interactions
- Documentation of incident reports
- Undertake evacuation of self, workers and clients in situations of aggressive behaviour
- Recognise team dynamics and relationship concerns and act upon these to ensure maintenance of effective child protection team
- Identify own limitations in work role including stress factors and seek appropriate support
- Create learning and development plans to improve and increase own professional practice
- Communicate effectively with clients, colleagues and staff of external agencies
- Counsel clients using empathy, reflective listening paraphrasing and strengths-based techniques
- Manage conflict using appropriate negotiation and resolution skills
- Solve problems by identifying the issue, collaborates to identify possible solutions, implements a strategy to resolve the problem, and reviews the implementation and outcomes

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.

Respect to other team members may include:

- Engage appropriately with individual and cultural differences within the team
- Disagree politely and respectfully
- Offers solutions to disputes within the team
- Compromise to maintain team harmony

Participate in own regular supervision may include:

- Acknowledges and discusses own strengths and weaknesses in supervision with supervisor
- Supervision may be internal or external to the organisation

Appropriate self care strategies and work/life balance may include:

- Regular breaks for lunch
- Regular recreational leave
- Overtime only worked when instructed or when approved by relevant authority
- Regularly discuss workloads with supervisor

Consult supervisor about specific case concerns may include:

- Complexity of cases
- Need to reprioritise cases
- Advise of work unable to be completed
- Significant changes to cases

Respond appropriately according to organisation policy may include:

- Follows workplace security protocols
- Zero Tolerance for violence
- Use of alarms
- Movement and evacuation of staff

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT531A

Interview children for investigation of child protection concerns

Descriptor

This unit describes the skills and knowledge required to develop and maintain good practice for interviewing children in relation to the investigation and assessment of an allegation of child abuse and neglect

Employability Skills

This unit contains Employability Skills

Application

This unit applies to child protection workers with responsibility for interviewing children in relation to the investigation and assessment of child abuse and neglect

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Prepare for interview
 - 1.1 Review *child development factors and impact of abuse and neglect on the child*
 - 1.2 Identify most suitable person to interview child according to organisation and/or interagency guidelines
 - 1.3 Identify and select the most *appropriate timing and environment* for child interviews
 - 1.4 Ensure interview environment and timing meet individual needs of child and their circumstances
 - 1.5 Apply principles of *best practice interviewing* in case of child protection assessment and investigation
2. Conduct interview with child
 - 2.1 Conduct interview according to *organisation and legislation requirements* relevant to job role
 - 2.2 Apply effective and flexible questioning strategies which consider sensitivity and development capacity of individual child
 - 2.3 Select and use questioning strategies that adhere to rules of evidence as appropriate to job role
3. Reflect upon and improve interviewing skills
 - 3.1 *Assess interviewing skills* against accepted principles of good interviewing practice
 - 3.2 Recognise and evaluate the impact of own values and attitudes on interviewing practices
 - 3.3 Seek feedback from others about interviewing practices

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:

- Factors of child development stages
- Impact of child abuse and neglect on the child
- Interviewing practices appropriate to child protection situations
- Organisation policies for interviewing children in child protection matters
- Suitability of person to conduct the interview in the circumstances
- Options for timing and environment of interview
- Principles of best practice for child interviewing
- Legislation requirements relevant to child interviewing
- Effective and flexible questioning strategies
- Needs and sensitivities of children from a wide range of backgrounds
- Rules of evidence
- Own personal and professional values and attitudes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct interviews with children in a child protection environment according to accepted best practice and agreed protocols

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 effective communication and interviewing
- Conduct an interview in child protection context
- Recognise need to adapt questioning strategies to suit situations
- Establish rapport with children as interviewee
- Undertake self reflection and self assessment
- Seek feedback and make changes to improve interviewing techniques

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.

Child development factors and an impact of abuse and neglect on the child may include:

- Stages of child development in relation to memory and particularly the narrative language ability which is related to the age and experiences of the child
- Experience of abuse and neglect is likely to have a negative impact on the social and cognitive development of a child – capacity of child to be able to tell their story

Appropriate person/ agency/ timing and environment may include:

- Determining the appropriate person/agency, timing and environment of interview requires the consideration of :
 - age and development capacity of the child
 - purpose of interview
 - level of training and experience of the individual practitioner conducting the interview
 - organisation policies of the particular agencies
 - relevant interagency guidelines or codes of practice
 - principles of best interest of the child being paramount to minimise the interviewing of children

Best practice interviewing may include:

- Interviewing practices using strategies based on the SAFE principles:
 - simple language
 - absence of specific detail or coercive techniques that suggest a desired response
 - flexibility for the interviewee to choose what to report
 - encourage elaborate responses
- Practice based upon these principles employs open questions to develop rapport and to elicit the child's free narrative

Organisation and legislation requirements may include:

- Agency policies and guidelines
- Interagency codes of practice
- Interagency guidelines
- Evidentiary requirements eg, recording of interviews

RANGE STATEMENT

Assess interviewing skills may include:

- Self assessment of interviewing practices based upon reflecting on a child focused practice that trusts the child's capacity to tell her or his story, i.e. listening to the voice of the child
- Reflecting on the challenges of maintaining good interviewing practice
- Reflecting on values and attitudes that may be in conflict with child focused practice and good interviewing practice, e.g. the perception that to elicit specific and detailed information requires specific questions

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT532A

Interact with the legal system to protect children

Descriptor

This unit describes the skills and knowledge required to interact effectively to assist children and their families to negotiate the legal system in child protection context

Employability Skills

This unit contains Employability Skills

Application

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

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Recognise the roles and responsibilities of key legal agencies in child protection

2. Analyse and evaluate the legal options available to protect children

3. Liaise with key agencies to ensure children are supported to negotiate the legal system

PERFORMANCE CRITERIA

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

- 1.1 Identify roles and functions of *key legal bodies* in child protection
- 1.2 Apply appropriate level of understanding of *powers, orders and processes relating to key legal bodies*
- 1.3 Analyse *issues for children* involved with the legal system

- 2.1 Assess and evaluate the *risks and benefits* of each legal option according to the needs of 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 most effectively meet needs of child and family

- 3.1 Identify most appropriate *support agencies and 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

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:

- 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
- Issues for children in dealing with the legal system
- Legal options available to children and families
- Organisation guidelines for interagency practices
- Roles and functions of support agencies and processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interact effectively with key legal agencies to assist children and their families negotiating the legal systems
- Demonstrate commitment to the key principles of maintain a child safe environment

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:

- Liaise with children and their families in child protection work
- Analyse and evaluate support options for children and families
- Use communication skills for questioning, negotiating, conveying information, active listening
- Demonstrate appropriate networking and referral
- Recognise own limitations and agency boundaries
- Assist others to negotiate the legal system

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.

Key legal bodies may include:

- Crown solicitors office
- Public Prosecutions office
- Family Court
- Federal Magistrates Court
- State Magistrates Court
- Youth Justice Services
- Children's Courts
- Criminal Courts

Powers, orders and processes relating to key legal bodies may include:

- Witness legislation
- Bail conditions to protect children
- Role the independent child lawyer in the Family Court jurisdictions
- Criminal injuries compensation
- Orders under Domestic Violence legislation
- Options under Child Protection Legislation

Issues for children may include:

- Impact of delay in a court matter coming to trial has a disproportionate impact on children compared to adults
- Child's experience of being questioned by different professionals in the child protection system for different purposes over a significant span of time in the life of a child
- Increased vulnerability of a child who has experienced abuse and neglect to further abuse and neglect
- Impact of experience of the child protection system in a decision to report abuse and neglect in the future
- Disproportionate impact on children of inappropriate questioning
- Legal requirements for particularity and the disproportionate impact on children in the development of their narrative language ability
- Tension between fundamental principle of the child's right to be heard in decisions affecting their well being and the nature of the adversarial system

RANGE STATEMENT

Risks and benefits may include:

- Limits of the criminal justice system
 - standard of proof
 - capacity of the child to give evidence
 - public interest and the wishes of the child and their families
 - limits of bail conditions to protect children
- Likely assessment of outcomes
- Risk of harm to the children – how can the safety and well being of the child be secured most effectively

Support agencies and process may include:

- Child protections agencies
- Witness protection and support services
- Victim support services
- Bail conditions to protect children
- Role of the independent child lawyer in the family law system
- Restraint and apprehend violence orders
- Criminal injuries compensation

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCROT533A

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

Descriptor

This unit describes the knowledge and skills 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

Employability Skills

This unit contains Employability Skills

Application

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

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Seek information from families, carers, significant people and professionals

2. Identify developmental issues

PERFORMANCE CRITERIA

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

- 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 developmental history of child or young person
- 1.4 Identify *factors and incidents that may potentially have influenced child's development* and impact on current behaviour patterns and characteristics
- 2.1 Apply knowledge of common developmental trends, milestones and associated characteristics and behaviours for children and young people
- 2.2 Make appropriate allowances for variations from what is considered normal development
- 2.3 Identify potential for developmental delays to impact on progress to future developmental stages
- 2.4 Clarify sequence of development for each individual child and identify range of influences on developmental process
- 2.5 Recognise issues associated with young children primarily seeking attachment rather than safety

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Identify *indicators of trauma* in children and young people

PERFORMANCE CRITERIA

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

- 3.1 Use knowledge of child development and common variations for children and young people to identify indicators of developmental delay
- 3.2 Access and accurately interpret available current information about possible indicators of trauma relevant to child's age and developmental status
- 3.3 Work with understanding of potential impacts of trauma on the child or young person
- 3.4 Clarify potential vulnerability of child through having witnessed and/or experienced violence, abuse and neglect at the hands of carers
- 3.5 Identify extent of child's positive experiences of stable, sensitive, loving and stimulating relationships and environments
- 3.6 Take into account the potential for prolonged exposure to frightening and overwhelming circumstances to result in 'toxic stress'
- 3.7 Identify potential consequences of toxic stress and closely observe child for signs of it

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 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 and within requirements of own work role
- 4.5 Report situations of potential trauma in line with requirements of the organisation, legislation and work role

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:

- Developmental trends, stages and potential indicators of trauma associated with developmental status of children and young people
- Factors that pose risks to healthy child development, including:
 - current or past 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
 - issues during pregnancy, birth or as a newborn
 - unsafe sleeping practices for infants
 - disorganised or insecure attachment relationship
 - developmental delay
 - history of neglect/abuse, state care, child death or placement of child or siblings, separations from parents/caregivers
 - parent, partner, close relative or sibling with history of assault, prostitution or sexual offences
 - experience of intergenerational abuse/trauma
 - compounded or unresolved experiences of loss and grief
 - chaotic household/lifestyle
 - poverty, financial hardship, unemployment, problem gambling
 - social isolation, inadequate housing, transience/homelessness
 - lack of stimulation, learning opportunities, disengagement from school, truanting
 - inattention to developmental health needs, poor diet
 - disadvantaged community, racism, recent refugee experience
- Risk factors associated with parenting issues, including:
 - parent/carer under 20 years, or single parent with multiple partners
 - lack of willingness/ability to prioritise child's needs above own
 - rejection or scapegoating of child
 - harsh, inconsistent discipline, neglect or abuse
 - inadequate supervision of child or emotional enmeshment
- Factors that influence positive outcomes, including:
 - sense of belonging to home, family, community and strong cultural identity
 - pro-social peer group
 - positive parental expectations, home learning environment and opportunities at major life transitions
 - access to relevant range of services for adult and child – with service understanding of abuse
 - accessible/affordable child care and high quality preschool programs
 - inclusive community neighbourhoods/settings

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify behaviours and characteristics associated with commonly recognised developmental trends and stages in children and young people
- Identify variations from ‘the norm’ that may require further investigation and clarification
- Recognise potential indicators of trauma and investigate appropriately and sensitively
- Communicate effectively with children, young people, their families, carers and significant professionals in situations of potential trauma to investigate, clarify and provide support
- Identify attachment issues in children and young people and respond appropriately
- Explain the potential impact of traumatic experiences on the development of children and young people and identify appropriate responses for parents and carers

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:
 - interpersonal relationship building
 - data collection and analysis
 - problem solving

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.

Factors and incidents that may potentially have influenced child's development may refer, for example, to:

- Cultural values and priorities
- Child rearing practices
- Chronic health conditions
- Nutritional patterns
- Experience of neglect or abuse
- Exposure to alcohol or drug misuse
- Exposure to violence
- Exposure to mental health issues

Indicators of trauma may vary with the age and stage of the child and include, for example:

- Neurobiological issues
- Behavioural changes
- Hyper-arousal, hyperactivity and sleep disruption and disturbance
- Heightened anxiety, insecurity and fearfulness
- Other emotional difficulties, including reduced capacity to feel emotions
- Cognitive delay and memory difficulties
- Eating disturbances and food sensitivities
- Loss of acquired skills, such as:
 - motor skills
 - communication skills
- Regression to earlier behaviour
- Truanting from school and running away from home
- Toileting accidents and incidents
- Anti-social behaviour, such as hurting animals, firelighting
- Hinting about sexual experience and/or explicit aggressive sexualised engagement with others
- Accident proneness and bodily aches and pains without reason

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 of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider the range of client issues workers are expected to be able to address

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCROT603A

Plan and manage provision of out of home care

Descriptor

This unit describes the knowledge and skills required by workers who are responsible for case management of children and young people who are living in out of home care

It covers the planning and providing for care placement of children and young people

Employability Skills

This unit contains Employability Skills

Application

This unit applies to statutory child protection work in a range of security contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work within established principles of *out of home care* provision

PERFORMANCE CRITERIA

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

- 1.1 Provide opportunity for child or young person to express their views on all matters concerning his or her welfare
- 1.2 Ensure all actions and decisions take into account the culture, disability, language, religion and sexuality of the child or young person
- 1.3 Assist child or young person in care to ensure that his or her *name, identity, language, cultural and religious ties* are preserved
- 1.4 Apply the *Aboriginal and Torres Strait Islander placement principle* to all Aboriginal and Torres Strait Islander children and young people
- 1.5 Actively support birth parents, family and significant others wherever possible, to continue to play a significant role in their child's life while he or she is in care

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Develop *care/case/ placement plan* in consultation with child/ young person, family, carers and other service providers

PERFORMANCE CRITERIA

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

- 2.1 Ensure the safety, welfare, well being of child or young person is the paramount consideration in all planning
- 2.2 Actively involve children, young people, carers, family and significant others in decision-making processes
- 2.3 Take into account immediate, medium and long term needs of the child/young person, family and carer in planning
- 2.4 Select placement in accordance with needs of child/young person and *care plan*
- 2.5 Undertake planning in line with all *legislative and organisation requirements*
- 2.6 Communicate care/case plan to child or young person, carers, family members, and other bodies as required by legislative and organisation requirements
- 2.7 Apply permanency planning principles in all case planning processes
- 2.8 Complete all necessary documentation and store in accordance with legislative and organisation standards and procedures
- 2.9 Consider restoration/reunification in case planning process

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Implement care/case/ placement plan

- 3.1 *Prepare child/young person for placement*
- 3.2 Brief child/young person's family and the new carers and prepare for the placement
- 3.3 Maintain record-keeping systems re the placement in line with organisation and legislative requirements
- 3.4 Organise resource allocation to support the placement in line with organisation procedures
- 3.5 Monitor, address and support immediate and longer term developmental *needs of the child or young person* throughout the placement
- 3.6 *Support carers* in their provision of day-to-day care for the child or young person
- 3.7 Support carers to meet the changing and developing needs of the child/young person
- 3.8 Support carers at times of critical incidents and on other occasions of stress
- 3.9 Support child's identity and development of social relationships through approaches such as life story work
- 3.10 Implement contact with family and significant others, including siblings and community, according to the care/case plan
- 3.11 Take immediate and appropriate action that complies with legislative and organisation requirements and interagency protocols, to address alleged abuse in care or other critical situations which may arise

4. Monitor and *review* care/case/ placement plan

- 4.1 Ensure regular review mechanisms are in place and implemented according to legislative and organisation requirements
- 4.2 Regularly assess and review developmental needs of child or young person, including health, education, social and emotional needs
- 4.3 Undertake ongoing monitoring of child or young person and carers
- 4.4 Provide opportunities, both formal and informal, for child/young person, to meet in private with case worker and talk about their placement
- 4.5 Provide information to parents/family or significant others about progress of child

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:

- Provision of care protocols, procedures and policies
- Awareness of statutory mandates and consequent responsibilities
- Impact of care placements
- Family and social dynamics which may impact on care placements
- Principles of effective casework
- Understanding of child and adolescent development
- Understanding of attachment theory (including grief and loss)
- Principles of permanency planning
- Understanding of identity issues and the importance of birth family
- Aboriginal child placement principles
- Understanding of legal implications and responsibilities of statutory work
- Understanding of state and federal jurisdictions, including all courts within the jurisdictions
- Understanding of workings of court, legal systems and legal processes
- Detailed understanding of child protection policy and procedures including inter-agency protocols
- Detailed understanding of legislation relevant to child protection including permanency planning and adoption
- Understanding of risk assessment, comprehensive psychosocial assessment and family assessment
- Understanding of indicators of harm, types of harm, definitions and dynamics of harm
- Understanding of theories on vulnerability and resilience of children and young people
- Understanding of the change process
- Understanding of stages of child development (physical, emotional, cognitive, psychological and social including attachment theory)
- Understanding of family dynamics in different cultures
- Understanding of recording and reporting systems
- Understanding of how to access interpreters for clients and their families who are from non-English speaking background or who are hearing or speech impaired

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate best practice in out of home care as identified by national standards and research
- Operate within applicable standards, policies and procedures and legislative requirements

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:

- Advocate on behalf of children, young people and families
- Interpret policies, procedures, standards and statutory obligations
- Use communication techniques such as; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Use solution focused interviewing techniques
- Interview and engage children, young people , their families and foster carers in communication exchange.
- Effectively and impartially collect and analyse information according to risk assessment frameworks or models.
- Articulate rationale for decision-making
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques
- Facilitate participative goal setting and case planning
- Utilise conflict resolution skills
- Manage grief and change processes
- Engage and establish a professional relationship with children and young people
- Monitor own level of stress and implement stress management strategies
- Work appropriately with cross cultural issues
- Present factual, non-emotive information succinctly.
- Demonstrate appropriate use of supervision and consultation
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Out of home care can include the child or young person staying with/in:

- Relatives, friends and acquaintances
- Foster care
- Residential care
- Shared family care
- Kinship care

Care plan can include:

- Day to day care issues
- Protective planning
- Restoration/reunification
- Residence of child or young person
- Contact with family, including siblings, and other significant people
- Education and training
- Religious practice
- Intensive support/special needs
- Medical treatment and healthcare
- Cultural needs/identity issues
- Type of placement proposed, including temporary care pending permanent placement
- Agency responsible for care of child
- Support services to be provided to child or young person
- Leaving care or after care needs
- Timeframes and processes for review

Aboriginal and Torres Strait Islander placement principle is:

- Principles of self-determination and participation i.e. Aboriginal and Torres Strait Islander people have ownership in relation to decisions about Aboriginal and Torres Strait Islander children/young people
- Principles of culturally appropriate placement
- Principles of recording requirements of all Aboriginal and Torres Strait islander children and young people and all records are kept permanently

RANGE STATEMENT

Name, identity, language, cultural and religious ties include:

- Child or young person's cultural background is recorded appropriately
- If an Aboriginal or Torres Strait Islander child is placed in a non-aboriginal placement contact is maintained with the Aboriginal and Torres Strait Islander community
- Cultural and religious practices are maintained and reinforced throughout the placement

Legislative and organisation requirements include:

- State and commonwealth legislation
- Codes of conduct and organisation beliefs and philosophies
- International conventions on the rights of children and young people
- State and national standards for out of home care
- Interagency protocols

Prepare child/young person for placement includes:

- Appropriate information provided about
 - carer and carer's family
 - child or young person and their needs (including medical, social, educational, physical and emotional)
 - safety issues regarding the care of the child or young person
- Providing empathy, understanding, and opportunity to talk
- Adequate clothing, food, toys, equipment for placement

Needs of the child or young person may include:

A range of developmental and individual needs of the individual child or young person including:

- Physical health
- Education and/or training
- Family and social relationships
- Self care skills
- Assistance in understanding the reason they are in care
- Cultural acknowledgement, input and education

RANGE STATEMENT

Support provided to child or young person include:

- Regular opportunities to discuss placement issues with a trusted and supportive adult
- Establishment of a safe and trusting relationship with a responsible adult/s who can act as an advocate if appropriate
- Encouragement and opportunities to participate meaningfully in decision-making processes
- Ongoing identification, addressing and monitoring of the range of developmental needs
- Encouragement to participate in support or advocacy networks with other children/young people in out of home care

Support carers includes:

- Regular planned opportunities to discuss placement issues
- Access assistance at time of crisis or stress
- Opportunity for critical incident de-briefing
- Regular training on issues relevant to care of children and young people
- Encouragement to participate in support networks with other carers
- If caring for a child or young person from a diverse background carers are assisted to support and positively reinforce the child/young person's cultural background and identity

Review refers to:

- Reviews are undertaken in line with legislative and organisation requirements

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and specific needs that will be encountered in the workplace

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes:

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

Related units:

This unit should be assessed in conjunction with related unit:

- CHCCM506B Undertake case management in a child protection framework

CHCPROT701A

Conduct complex child protection risk assessment

Descriptor

This unit describes the skills and knowledge required to undertake all aspects of a complex child protection risk assessment

Employability Skills

This unit contains Employability Skills

Application

This unit applies to child protection work in statutory context

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Gather information about the risk/actual harm

PERFORMANCE CRITERIA

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

1.1 Gather sufficient relevant information from a *range of sources* about the child to make a determination about harm and risk of harm

1.2 Consult previous child protection history where relevant

1.3 *Consult with colleagues* about previous supports or interventions provided by the organisation

1.4 *Liaise with other services* to obtain information that will assist with determination of risk of harm where this is appropriate

2. Identify factors impact on the determination of risk

2.1 Identify *factors that increase or reduce the vulnerability, severity and probability of harm*

2.2 Identify and document issues in *family functioning* that contribute to risk or protection

2.3 Correlate child development and attachment issues to assessing harm

3. Conclude determination of risk

3.1 Use information gathered about the child to identify and determine harm and unacceptable risk of harm

3.2 Use *relevant legislation*, organisation tools and guidelines to determine the child's immediate and long term safety

3.3 Use senior staff and specialist practitioners' to confer about determination in complex cases

3.4 Document the outcome of the assessment and actions to be taken including any case work strategies that will contribute to interventions and child safety measures

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:

- Roles and responsibilities of key legal bodies within child protection systems
- Legislation relevant to child protection risk work assessment
- Powers, orders and processes relating to key legal bodies in child protection
- Issues for children in dealing with the legal system
- Legal options available to children and families
- Organisation guidelines for interagency practices
- Roles and functions of support agencies and processes
- Documentation processes and organisation information systems and tools to be used for complex risk assessment
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm, protective and risk factors
- Impact of child abuse and neglect on child and adolescent development
- Contemporary approaches to respectful and professional standards for case documentation

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document child protection notifications and include recording of logical connections made between concerns expressed, analysis and decision-making, and response is congruent with assessment
- Provide accurate documentation using tools provided by the organisation

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:

- Record assessment considerations of child protection history and patterns of family functioning in analysis to inform responses in case discussion, case work and case management
- Articulate in documentation rationale for judgements/decision-making in case discussions, work management
- Complete risk assessment and case plans for each child/young person with consideration with consideration for individual needs
- Assess harm and makes appropriate decisions by analysing and synthesising information with the use of the structured decision-making tools, and provides rationale for decisions
- Collaborate, negotiate, and network with government and non government agencies
- Facilitate the initiation of case work as a result of determination of risk where appropriate

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.

- Range of sources may include:*
- Consulting with relevant people known to the child and their circumstances
 - Notifier information
 - Consult any previous child protection history
- Consult with colleagues may include:*
- Team leader
 - Manager
 - Practice Supervisor
 - Peer
- Liaison with other services may include:*
- Internal programs of the organisation
 - Culturally specific organisations
 - Mental health
 - Drug and alcohol
 - Medical Services
 - Other agencies participating in interagency protocols e.g. Police, Domestic and Family violence services,
 - Interstate Statutory Authorities on child protection
- Factors that increase or reduce the vulnerability, severity and probability of harm may include:*
- Child's age and developmental stage, physical, social and emotional well being
 - 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 situations
 - Admissions/disclosure information
- Family functioning may include:*
- Drug and alcohol use/abuse
 - Mental health concerns
 - Physical health and ability
 - Intellectual disability
 - Domestic and family violence

RANGE STATEMENT

Relevant legislation includes:

- Child protection
- Witness legislation
- Bail conditions to protect children
- Role the independent child lawyer in the Family Court jurisdictions
- Criminal injuries compensation
- Orders under Domestic Violence legislation
- Options under Child Protection Legislation

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and specific needs that will be encountered in the workplace

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT702A

Apply for and implement child protection orders

Descriptor

This unit describes the skills and knowledge required to determine the most relevant orders in a particular case and proceed with application for and implementation of those orders

Employability Skills

This unit contains Employability Skills

Application

This unit applies to child protection work in statutory context

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Determine and recommend appropriate child protection order

PERFORMANCE CRITERIA

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

- 1.1 Determine *suitability of order based on assessment of presenting risk factors*
 - 1.2 *Inform the child (if age appropriate) and parents about the recommendation and process to apply for a child protection order*
 - 1.3 Communicate with child in age appropriate way to ascertain their views and wishes in relation to court application
 - 1.4 Include children's views in affidavits where appropriate
 - 1.5 Coordinate the *court processes* represent the organisation in a professional manner in court
 - 1.6 Recommend application for most appropriate assessment order based on *legislative and assessment conditions*
2. Apply for assessment orders
 - 2.1 Complete application for assessment order, ensuring application outlines grounds, rationale, assessment plan and required provisions
 - 2.2 Explain to parents and child (where age appropriate) the rationale for applying for the order and the effects of the order
 - 2.3 Apply for assessment orders to the Magistrate through the *most appropriate medium*
 - 2.4 Provide a *copy of the assessment order to at least one parent*
 - 2.5 Complete relevant documentation associated with assessment orders according to organisation policy

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Implement and supervise child protection orders

PERFORMANCE CRITERIA

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

- 3.1 *Complete documentation* related to implementation of orders
- 3.2 Engage and build rapport with children and families
- 3.3 Include key stakeholders in decision-making processes and document reasons for decisions made
- 3.4 Participate in development of reunification plans with family using strengths-based approaches
- 3.5 Assess needs of family to achieve reunification and ensure provision of resources
- 3.6 Provide visitation support to child, family and carer according to case plan
- 3.7 Regularly review case plans to progress reunification

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:

- Roles and responsibilities of key legal bodies within child protection systems
- Legislation relevant to child protection risk work assessment and application for orders
- Powers, orders and processes relating to key legal bodies in child protection
- Issues for children in dealing with the legal system
- Legal options available to children and families
- Organisation guidelines for interagency practices
- Roles and functions of support agencies and processes
- Documentation processes and organisation information systems and tools to be used for complex risk assessment and affidavit preparation
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm, protective and risk factors
- Impact of child abuse and neglect on child and adolescent development
- Contemporary approaches to respectful and professional standards for case documentation
- Court processes and etiquette

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Clearly record assessment, information gathered, and views of the child and family in completed court order applications and affidavits
- Complete appropriate court forms and documents as required in hard copy and electronically
- Document case planning
- Attend and participate in family group meetings
- Document the placement agreement
- Assess and record child and parent strengths and needs using the standard forms and tools of the organisation

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:

- Record assessment considerations of child protection history and patterns of family functioning in analysis to inform responses in case discussion, case work and case management
- Articulate in documentation rationale for judgements/decision-making in case discussions, work management
- Complete risk assessment and case plans for each child/young person with consideration with consideration for individual needs
- Assess harm and makes appropriate decisions by analysing and synthesising information with the use of the structured decision-making tools, and provides rationale for decisions
- Collaborate, negotiate, and network with government and non government agencies
- Facilitate initiation of case work as a result of determination of risk where appropriate
- Implement and supervise child protection orders:
 - visit the child, the parents or the carer according to the contact standards
 - manage family contact for the child
 - monitor, assess and record the progress of the case plan towards the case plan goal
 - complete actions assigned in the case plan
 - ensure the case plan strategies are coordinated
 - liaise with other services
 - place and support child in out of home care if required
 - complete court related tasks
 - consult with line manager when making key decisions

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.

Suitability of order based on assessment of presenting risk factors may include:

- The needs of the child to be safe
- Strengths and needs of child and family
- Level of intervention needed to meet the child's protection and care

Inform the child (if age appropriate) and parents about the recommendation and process for court orders including:

- The parameters of the child protection orders
- The court process and their rights
- Provide information in a manner that is appropriate for age, development, culture, literacy and ability comprehension
- Make genuine attempts to locate the parents whose whereabouts are unknown to provide information about court order applications

Court processes must include:

- Set date and time for court mention
- Lodge and serve court paperwork
- Complete affidavit of service
- Complete court paperwork in accordance with legislation and court timeframes
- Affidavit material contains relevant evidence and provides a clear assessment of why the child is in need of protection

Legislative and assessment conditions may include:

- An investigation is necessary to assess whether the child is in need of protection
- The investigation cannot be conducted properly unless the order is made
- Reasonable steps have been made to obtain consent of at least one parent

Most appropriate medium may include:

- Phone
- Fax
- In person

Copy of the assessment order to at least one parent including:

- When providing the copy of the assessment order ensure information is also provided about their rights of appeal and process for doing so.

RANGE STATEMENT

Complete documentation including:

- Case start up and case closure records
- Record the identified protective needs of the child
- Case plans and associated reviews
- Reunification case plan documents
- Risk evaluation tools

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and specific needs that will be encountered in the workplace

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCPROT703A

Facilitate incident prevention strategies in child protection work

Descriptor

This unit describes the skills and knowledge required to implement safety strategies for the prevention and management of risks to child protection workers and teams

Employability Skills

This unit contains Employability Skills

Application

This unit applies to child protection work in statutory context

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify risk or threats to team safety
2. Develop individual and team strategies to manage risks and ensure workplace needs are met

PERFORMANCE CRITERIA

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

- 1.1 Liaise with team to identify *potential and actual risks associated with child protection work*
- 1.2 Consult with the team to assess risk concerns in *range of child protection work situations*
- 1.3 Document identified risks according to *organisation policy and procedures*
- 1.4 Consult with team to plan *contingency responses* in relation to unexpected risks
- 2.1 Assess each risk situation in consultation with team and develop strategies to minimise risk
- 2.2 Ensure team adheres to *workplace health and safety procedures when carrying out functions of child protection work*
- 2.3 Implement *strategies that support and promote the resilience of team members*
- 2.4 Participate in workplace health and safety team meetings
- 2.5 Facilitate organisations risk management framework in relations to critical incidents and refer to *internal and external support networks* as required

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Monitor team safety plans

PERFORMANCE CRITERIA

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

- 3.1 Monitor and review formulated safety plans for staff attending home visits, after hours work, child risk assessments and engagement with high risk clients
- 3.2 Ensure critical incident debriefing processes and reflective learning informs change to policy and procedures where appropriate
- 3.3 Ensure all complaints of discrimination, bullying, harassment, code of conduct and privacy breaches, are addressed in accordance with organisation policy

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:

- Roles and responsibilities of self and team in relation to worker safety within child protection systems
- Legislation relevant to child protection risk assessment work, particular for work occurring away from the immediate workplace e.g. occupational health and safety (OHS)
- Powers, orders and processes relating to key legal bodies in child protection
- Documentation processes and organisation information systems and tools to be used for safety assessment in child protection teams including debriefing systems
- Statutory responsibilities and delegations for staff and clients
- Code of conduct for child protection workers
- Critical incident reporting procedures
- Risk management processes to be applied within organisation occupational health and safety frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document child protection notifications and include recording of logical connections made between concerns expressed, analysis and decision-making, and response is congruent with assessment
- Provide accurate documentation using tools provided by the organisation

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:

- Assess and record team safety risk assessment considerations
- Support team members to maintain safety during home visits, supervised contacts, child risk assessments
- Conduct debriefing processes with the team post critical incidents
- Disseminate changes and improvements in policy and procedures related to worker safety on and off site within the context of working with high risk cases
- Problem solving in complex situations with high risk cases
- Maintain effective communication processes to ensure staff are informed of important issues about high risk cases that may affect their safety

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.

Potential and actual risks to worker safety associated with child protection work may include:

- Physical attack and subsequent injury
- Psychological and emotional distress
- Threats to personal and family safety
- Threats to damage property
- Damage to property and personal affects

Range of child protection work situations may include:

- Home visits
- Office visits
- Client contacts in isolated areas
- Working with high risk clients
- Decisions made by the organisation that is in conflict with those of the family
- Extreme case of abuse and neglect

Organisation policy and procedures may include:

- OHS
- Confidentiality of worker personal details
- Risk and safety assessment for staff
- Home visitation and assessment
- Client contact and single worker operations
- Communications for out of office operations

Contingency responses may include:

- Reassigning case loads
- Allocating two workers to a case rather than one
- Re assess risks and implement changes to approaches accordingly
- Seek support from other authorities, e. g Police where needed

Workplace health and safety procedures when carrying out functions of child protection work may include:

- Two worker model of operation
- Communication strategies for work off site e.g. mobile phones, worker movement logs
- Maintain contact with office on regular basis in home visits and assessments off site
- Thorough debriefing in handover of client case to other workers

RANGE STATEMENT

Strategies that support and promote the resilience of team members may include:

- Debriefing processes
- Buddy and support systems
- Regular meetings to discuss strategies to ensure worker safety measures are current and up to date
- Acknowledging the strengths within the team to address safety concerns

Internal and external support networks may include:

- Employee assistance programs
- Counselling
- Supervision

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and specific needs that will be encountered in the workplace

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCQM501B

Facilitate an accreditation process

Descriptor

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

Employability Skills

This unit contains Employability Skills

Application

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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 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 |
| 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 |

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Coordinate the organisation for an external evaluation

PERFORMANCE CRITERIA

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

- 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

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

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

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

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

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

CHCRF301D

Work effectively with families to care for the child

Descriptor

This unit describes the knowledge and skills required to establish a positive relationship with the family of a child going into care and negotiate in relation to care practices to facilitate the child's transition into care

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Establish a positive relationship with *family members*
2. Exchange information with family members about the child's physical and emotional care needs
3. *Respond to a family member's concern* about their child

PERFORMANCE CRITERIA

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

- 1.1 Complete introductions and outline worker's own role clearly
- 1.2 Show the facilities to family members
- 1.3 Ensure verbal and non-verbal communication styles are used appropriately
- 1.4 Create welcoming atmosphere for family members and provide opportunities for them to participate in the children's experiences
- 2.1 Ensure information sharing about child's participation in program occurs *frequently* in accordance with the *organisation's guidelines*
- 2.2 *Make yourself available* for parents to provide information
- 2.3 *Communicate information* in a culturally appropriate way
- 2.4 Respond to messages promptly
- 3.1 Listen to questions and concerns and respond according to organisation's procedures
- 3.2 Direct family member to appropriate person or place when *further support* or action is required
- 3.3 Ensure communication is appropriate to age, cultural and linguistic background of individual/group

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 4. Reach agreement with family members about care practices | 4.1 Reach agreement on specific requests by negotiation and modification of care practices |
| | 4.2 Explain importance of program aspects to parents in relation to their child's needs/development |
| | 4.3 Clearly explain and discuss limitations |
| | 4.4 Negotiate alternatives/compromises as necessary |
| | 4.5 Clearly communicate final decision to all involved |
| 5. Facilitate child's transition into care | 5.1 Encourage parents to <i>familiarise</i> themselves and their children with the service and workers |
| | 5.2 Encourage parents to develop clear and reasonably consistent process of farewell and pick up |
| | 5.3 Provide clear information and reassurance to assist parents to develop confidence in the service |
| | 5.4 Acknowledge parents' feelings about child care and support in all conversations |

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:

- Diversity of family types and cultures
- Interpreter services, and communication through interpreters
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a relationship with family which enables the needs of the child to be communicated or met

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:

- Apply basic communications skills such as active listening and questioning
- Demonstrate a genuine interest in the children, and their families
- Apply interpersonal skills

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.

Family members may include:

- Mothers
- Fathers
- Grandparents
- Kin
- Extended family members
- Brothers and sisters
- Foster children

Organisation's guidelines about exchanging information with family members may include:

- Who is permitted to pass on information
- Recording of any family members to whom information is not to be provided

Frequently may be:

- Daily
- Weekly
- According to the pattern of the child's participation in the service

Depending on:

- The child's age
- Length of time the child and family have been using the service
- Issues of the day
- Frequency of attendance

Make yourself available to parents will differ according to the structure of the service. Workers may be available via:

- Welcoming children with their parent/s
- Conversations when parent/s arrive to collect the child
- Communicating in a style that is appropriate to the parent's expectations
- Telephone
- Care review meetings or conversations
- Conversations while parent participates with or alongside worker in an activity

Communicate information may be via:

- Verbal conversations
- Written notes
- Notes on whiteboard, bulletin board
- An interpreter
- Worker who has second language/language of parent

RANGE STATEMENT

Respond to a family member's concern may include:

- Directing person to appropriate person in the service
- Communication guidelines to respond to regularly received /serious questions or comments

Further support may be available through:

- Referral to professionals/other services
- Telephone support services
- Literature
- Local networks

Familiarise may relate to:

- Physical environment
- Equipment
- Other children
- Timing of program events

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRF402B Provide intervention support to children and families

Descriptor This unit describes the knowledge and skills required to work with families to identify issues that require early intervention for reducing risk and developing capacity for increased effectiveness as a family unit

Employability Skills This unit contains Employability Skills

Application This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 1. Operate within a professional network | 1.1 Seek professional opinions from informed others when analysing presenting issues
1.2 Manage presenting issues within a case work framework
1.3 Confirm family intervention strategies with the professional support network |
| 2. Structure the access and interaction with the family | 2.1 Negotiate access to individuals and the family unit
2.2 Demonstrate respect for all family members
2.3 Assure the safety of family members
2.4 Structure interaction to provide opportunities for family members to participate in decision-making |
| 3. Identify constraints/barriers to family effectiveness | 3.1 Assess social interaction with the community
3.2 Review financial management
3.3 Observe and discuss parenting methods
3.4 Observe and discuss family relationship issues
3.5 Review household management
3.6 Identify current methods for dealing with stress |
| 4. Identify options with family members | 4.1 Identify key areas where changes are required and agree with involved family members
4.2 With the family, develop a plan of action to implement agreed options for change
4.3 With family members, explore factors that could influence their preference and ability to achieve a course of action/change
4.4 Discuss agreed actions for change and confirm with supervising professionals |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 5. Identify resources to assist the family | 5.1 Support the family/family member in decision-making to assess and access the resources required |
| | 5.2 Brief professional support on family's issues and options within case management framework |
| | 5.3 Refer the family/individual family member to professionals who will participate in implementing the action plan |
| 6. Support agreed actions | 6.1 Provide education to develop skills in areas such as parenting, household management, stress management and conflict management as required |
| | 6.2 Review progress of the success of any intervention within the case management framework |

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:

- Models of family intervention theory and practice including family structures and dynamics
- Family intervention strategies, scope and process
- Behaviour change models/practices and options to support behaviour change
- Facilitation model/practices
- Human development and understanding of life stages
- Counselling models/practices including basic knowledge of theories supporting counselling process
- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available and referral resources
- Organisation procedures and program standards
- Indicators of pathology i.e. substance use, mental health
- Cultural protocols, taboos and language systems
- Statutory mandate and responsibilities
- Stress indicators
- The wider physical, social, community and cultural environment within which the client lives
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Occupational health and safety guidelines

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work cooperatively with clients/significant others to achieve behavioural life skills changes
- Work with individuals in a range of settings to achieve maximum outcomes

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:
 - advocacy
 - assertion
 - behaviour management
 - client assessment and behaviour observation
 - communication and establishing rapport and relationship building
 - conflict management
 - demonstration of empathy
 - determining and maintaining role boundaries
 - managing groups
 - negotiation
 - negotiation
 - observation
 - reporting
 - stress management
 - stress management
 - use of personal and professional authority and influence to support or confront
- Demonstrate application of counselling skills, including:
 - counselling context, process and goals
 - establishing a trusting relationship
 - human life stage development
 - information gathering
 - reflective listening, respectful responding, development of empathy and rapport

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.

Families may include:

- All social constructions of family

Working with clients will be carried out within requirements established by:

- Relevant legislation and statutory requirements
- International conventions relating to the rights of individuals
- Organisation policy and codes of conduct
- Relevant program standards
- Professional association codes of conduct and ethical and ethical positions

Establishing a relationship with clients will be carried out within requirements established by:

- Relevant international conventions on civil, human rights
- Cultural protocols, taboos and systems
- Organisation mission, philosophy and practices

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
- Evidence must include observation of performance in the work environment or in a simulated work setting

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
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

CHCRF511A

Work in partnership with families to provide appropriate care for children

Descriptor

This unit describes the knowledge and skills required to work in partnership with families to care for the child

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Consult *family members* about the child, and the child's needs

2. Reach agreement with family members about care practices

PERFORMANCE CRITERIA

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

- 1.1 Gather *information about the child's needs, routines and preferences* on an ongoing basis
 - 1.2 Briefly gather information about key *family events* that may influence the child's behaviour
 - 1.3 Maintain confidentiality of information
 - 1.4 Exchange information about child's interests
 - 1.5 Gather information about family's specific child care practices
 - 1.6 Actively seek parent requests in relation to their child's care
 - 1.7 Use *appropriate communication strategies*
-
- 2.1 Reach agreement on specific requests by negotiation and modification of care practices
 - 2.2 Explain importance of program aspects to parents in relation to their child's needs/development
 - 2.3 Clearly explain and discuss *limitations*
 - 2.4 Negotiate alternatives/compromises as necessary
 - 2.5 Clearly communicate final decision to all involved

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Provide <i>opportunities for family members to participate</i> in the service/program | 3.1 Create <i>a welcoming atmosphere for all family members</i>
3.2 Provide opportunities for family members to participate in the children's experiences
3.3 Create opportunities for parents/family members to provide feedback and ideas about the program
3.4 Encourage parents to be involved in decision-making processes of the service
3.5 Accept varying levels of involvement in communications with parents
3.6 Facilitate parent and carer support networks
3.7 Promote the importance of parenting and caring |
| 4. Provide information to parents/carers about incidents and develop care strategies together | 4.1 Clearly and calmly communicate information about specific incidents
4.2 Allow time to listen to reaction of parent/s and/or carer/s to news of incident
4.3 Facilitate discussion about possible impact of incidents
4.4 Make suggestions about suitable responses as appropriate
4.5 Develop and implement strategies for response by family and service |
| 5. Respond to a family member's concerns about a child | 5.1 Listen respectfully to questions and concerns
5.2 Discuss situation causing concern with family member to reach clear understanding of situation
5.3 Develop and implement strategies for response by family and service
5.4 Determine and fulfil appropriate follow up |

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:

- Parent/carer reactions to separation from child and use of child care
- Strategies for involving family members in the service
- The value of participation by parent/carer in children's services – for the child, parent/carer and service
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult and plan activities collaboratively with families

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 collaborative style of relating to parents and carers
- Demonstrate respect for parent's strengths, competence and knowledge of their child
- Demonstrate non-judgemental attitude to different perspectives
- Apply communication skills such as:
 - empathy
 - active listening
 - checking understanding

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.

Family members may include:

- Mothers
- Fathers
- Grandparents
- Siblings
- Kin
- Extended family members
- Foster children
- Partners of parents
- Guardian and foster parents

Information about the child's needs, routines and preferences may include:

- Food and drink preferences
- Sleeping and rest patterns
- Health status
- Toys and activities preferred
- Level of social interaction/solitude preferred
- Level of abilities
- Additional support needs
- Developmental stage information
- Cultural requirements
- Expectations of the parent/s regarding the child
- Forbidden foods
- Particular food and drink needs of the child

Information may be gathered through:

- Enrolment forms
- Enrolment interviews
- Conversations
- Referral agents

RANGE STATEMENT

Family events that may have an impact on a child's behaviour include:

- Major changes to health/housing/work
- Addition of a family member e.g. sibling, step parent, carer
- Crises and family problems
- Conflict and violence
- Losses and grief
- Parental absence
- Family celebrations
- Moving home
- Other celebrations

Appropriate communication strategies may include:

- Use of interpreters
- Degree of privacy
- Degree of formality
- Relaying messages as required

Requests for specific actions may include:

- Requests to take child to doctor/ dentist/ kindergarten
- Relaying messages as required

Limitations in relation to care practices that may be discussed with parents may be due to:

- Resources at the venue
- Time available
- Peak/slower time of day involved
- Physical layout
- Own health, stamina
- Number of children in care

Parent's feelings about child care may include:

- Anxiety
- Guilt

Opportunities for family members to participate include:

- Suggestion boxes
- Evaluations and surveys
- Membership of management/parent/carer committee
- Activities and meals involving children, staff and family members
- Excursions
- Parent representative in policy decisions

RANGE STATEMENT

A welcoming atmosphere for all family members may be created by:

- Photos, paintings and posters of families and familiar places and images
- Décor
- Familiar procedures
- Newsletters
- Location of service
- Comfortable space to sit and talk
- Facilities to make a drink
- Notice board/space for displaying family news/celebrations
- An office or area available for confidential discussions

Parent support networks may be facilitated by:

- Allowing time, space for parents/carers to communicate with each other
- Hosting meetings of parents/carers
- Providing information or referral to facilitate contact with a network

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRF621C

Promote equity in access to the service

Descriptor

This unit describes the knowledge and skills required to actively promote a service to actively engage and enhance participation of unrepresented or equity groups

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 1. Monitor the use of the service | 1.1 Analyse attendance patterns and identify children from local community who are under represented in using the service
1.2 Monitor in <i>collaboration</i> with all relevant parties
1.3 Set targets for increased use of service by those under represented
1.4 Monitor achievement of these targets |
| 2. <i>Promote the service</i> to all potential users | 2.1 Provide information about the service on request
2.2 Target the range of potential users of the service with information, provided in relevant formats |
| 3. Develop strategies to enhance participation of under represented groups | 3.1 Establish <i>feedback processes</i> to enable people to provide information about their experience of accessing the service
3.2 Identify <i>barriers</i> and implement strategies to deal with these
3.3 Critically evaluate service practices and policies against access and equity principles
3.4 Implement, monitor and evaluate strategies with all relevant parties |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

4. Convey the eligibility criteria clearly

- 4.1 Identify and communicate funding program eligibility criteria
- 4.2 Identify and communicate organisation eligibility criteria
- 4.3 Identify any client groups that must be given priority according to guidelines
- 4.4 Provide a clear statement of who can and who can not access the service
- 4.5 Communicate reasons for eligibility criteria of the service

5. Decide on eligibility and priority for the service and communicate the decision effectively

- 5.1 Gather sufficient *information* to decide on eligibility and priority
- 5.2 Decide according to eligibility criteria and convey reasons for the decision clearly
- 5.3 If the person is ineligible for service, explain appeal or waiting list procedures
- 5.4 Refer to more appropriate service if relevant

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:

- Up to date knowledge of the funding program guidelines
- Up to date knowledge of the organisation's guidelines for service eligibility
- The social and political context of child care services
- Other services available within the local community and the eligibility criteria of these
- Consumer perspectives on service provision and access to services
- Complaints and appeal procedures
- Knowledge of the 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 might exclude a person from service
- If a person is assessed as ineligible to use the service other options are developed with them
- Social justice philosophy and principles
- Relevant legislation e.g. anti-discrimination, Disability Act, state/territory regulations
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Critically analyse all aspects of service delivery in the light of client needs, community values and philosophical framework of service delivery

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:

- Outline the rationale for the eligibility criteria and can relate these criteria to the potential client group in the community
- Gather sufficient breadth and depth of information to make a fair decision
- Apply communication skills such as:
 - interviewing skills
 - problem solving developing alternatives
 - negotiation skills

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.

Collaboration around monitoring the use of the service and developing and evaluating strategies may involve:

- Management
- Parents
- Community representatives
- Funding bodies
- Government bodies including regulatory bodies
- Advocacy organisations

Promote the service by:

- Written material
- Word of mouth
- Local media such as newspapers, radio referral agents

Barriers to participation may include:

- Physical and distance barriers
- Attitudinal barriers within the service
- Social and cultural expectations
- Expectations of parents or children
- Isolation
- Lack of knowledge of available services

Information may be obtained directly by:

- Interview
- Phone
- Letter

Or indirectly by:

- Information provided by referral agent
- Information provided by family members or other persons representing them.

Feedback processes may involve:

- Families
- Community representatives
- Children
- Advocates

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRF622C

Plan child care provision with families

Descriptor

This unit describes the knowledge and skills required to plan and review the provision of care with families

Employability Skills

This unit contains Employability Skills

Pre-requisite

This unit must be assessed after achievement of related pre-requisite unit:

- CHCRF511A Work in partnership with families to provide appropriate care for children

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Explore the needs of the child and family with parent/s

PERFORMANCE CRITERIA

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

- 1.1 Invite parent/s to share relevant information about needs of child and family
- 1.2 Gather *information* about needs from a range of sources as relevant
- 1.3 Treat information received with confidentiality
- 1.4 Document information according to organisation's guidelines and legislative requirements
- 1.5 Gather sufficiently detailed information to enable decisions to be made
- 1.6 Demonstrate respect for a parent's decision not to share information about their family, as relevant

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 2. <i>Provide information about the service</i> and discuss <i>issues</i> with parent/s | 2.1 Provide comprehensive information about the service in an appropriate way |
| | 2.2 Utilise <i>strategies to ensure effective communication</i> |
| | 2.3 Communicate accurate information about limits on what the service can provide |
| | 2.4 Keep waiting lists up to date so clear information can be provided to parents about availability of the service |
| | 2.5 Outline to parent/s how the service will provide care and meet the child's needs |
| | 2.6 Explain the service philosophy and the history/rationale for policies as relevant |
| | 2.7 Clearly outline parents' rights and responsibilities in relation to service policies |
| | 2.8 Explain <i>procedures parents need to follow</i> |
| | 2.9 Explore and clarify with parents expectations about the service |
| | 2.10 Respond to concerns for child or parent about utilising the service |
| | 2.11 Make appropriate referrals to other service types when parent expectations and service provision are not compatible |
| 3. Develop parents' confidence in the service | 3.1 Demonstrate respect for the family and their child rearing practices in all communications |
| | 3.2 Develop, implement and review <i>strategies to ensure the service is open to family members</i> |
| 4. Review service provision with family members | 4.1 Actively seek <i>feedback from parents</i> |
| | 4.2 Receive feedback in a respectful way and act upon it appropriately |
| | 4.3 Regularly review agreement for service with the family |
| | 4.4 Challenge a family member's failure to follow service <i>guidelines</i> as required |
| | 4.5 Explore and negotiate issues and concerns identified by parent/s |

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:

- Parent's perspective's about child care service - its importance, its purposes, reactions to using child care
- Boundaries and limits of the service
- Cross cultural communication
- Use of interpreters
- Resources available in other services and types of children's services
- Cultural diversity of care practices
- Custody arrangements policies
- Principle of confidentiality and issues in implementing confidentiality
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collaboratively plan and review service provision with families

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 non-judgemental attitude to parents with different views about children and child care to the worker's own views
- Apply communication skills such as:
 - communication skills such as assertiveness, listening
 - problem solving
 - empathy to parent's concerns and problems

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.

Information may be gathered about:

- Members of the family
- Custodial arrangements for the child
- Hours of care requested
- How soon care is required
- Language/s used by the child and in the home
- Additional needs of the child e.g. Language support, health needs
- Special care requirements of the child
- Financial constraints
- Eligibility for fee relief
- Special access criteria that apply
- Preferences for care provision e.g. Location, staffing
- Cultural background
- Health status
- Immunisation status
- Needs and routines of the child

Information about the needs for service may be gathered from:

- Parents
- Other family members
- Health professionals
- Schools and other community organisations
- Community members acting as advocates for the child or family

Information may be gathered via:

- Enrolment interviews
- Parent interview/phone conversations

Strategies to ensure effective communication may include:

- Use of interpreters
- Parent accompanied by advocate
- Pictures and non-verbal communication
- Alternative communication systems

RANGE STATEMENT

Provide information about the service may include:

- Program model
- Philosophy and purpose
- Policies and procedures
- Fees
- Rebates
- Assistance schemes
- Service guidelines
- Legislative/regulatory requirements

Formats for information provided may include:

- In language used by the parents
- Plain English

Issues to be communicated about availability of the service include:

- Vacancies
- Waiting lists
- Process for application
- Priority of access

Strategies to ensure the service is open to family members may include:

- Visits
- Opportunity to meet staff
- Participation in program
- Unhurried arrival and farewell times

Feedback from parents may be sought about:

- The child's experience in the service
- The parent's experience in using the service
- Suggestions for improvements

Guidelines of the service that family members should follow may include:

- Schedule for fee payments
- Procedure for collecting ill child

Procedures parents need to follow may include:

- Signing
- Notifying absences
- Fee payments procedures
- Service procedures regarding nappy use/disposal

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRF623C

Respond to problems and complaints about the service

Descriptor

This unit describes the knowledge and skills required to effectively resolve grievances and complaints about the service

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Respond to *a family member's concerns* about their child

2. Acknowledge and address *grievances and complaints*

PERFORMANCE CRITERIA

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

- 1.1 Provide observations about the child in the service as relevant
 - 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 Discuss possible actions and reach a decision together
 - 1.5 Use *appropriate communication strategies*
-
- 2.1 Listen respectfully to person's concerns
 - 2.2 Inform people of avenues for complaint
 - 2.3 Identify investigate and discuss issues underlying complaint, according to guidelines
 - 2.4 Take action as quickly as required by the situation
 - 2.5 Explain complaint process and inform complainant of what can and can not be expected from process
 - 2.6 Refer complaint to appropriate procedures or forums as appropriate

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

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 as required
- 3.3 Generate options and facilitate resolution
- 3.4 Facilitate *mediation between parties* concerned as relevant
- 3.5 Obtain resolution or an agreement to set aside issues
- 3.6 Record process and outcomes according to the organisation's procedures

4. Develop service

- 4.1 Consider feedback about suggestions for improved practice or procedures and implement as appropriate
- 4.2 Develop information to clarify service practices and procedures and provide as relevant

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:

- Complaint procedures
- Relevant service guidelines
- Relevant codes of ethics
- Confidentiality policies and procedures
- Self awareness
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Resolve conflicts with users of the service balancing organisation guidelines with client needs

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:

- Facilitate discussions when competing views and interests exist
- Demonstrate communication which is direct, authoritative and listening to competing viewpoints
- Demonstrate application of skills in:
 - conflict resolution techniques
 - negotiation skills
 - problem solving skills
 - good communication including listening, empathy responding, questioning
 - capacity for managing differences in point of view

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.

Appropriate communication strategies to respond to a family member's concern may include:

- Use of interpreters
- Privacy
- Number of people who participate is decided

A family member's concerns may be about a child's:

- Health
- Behaviour
- Development
- Social interaction
- Homework
- Life skills
- Emotional well being

Grievances and complaints may be received from:

- Users of service
- People denied access to service
- Ministers of government departments
- Local members of parliament
- Local community members
- Media
- Service or person advocating on behalf of child/family
- Licensing bodies
- Advisory/support organisations
- Workers of the service

Complaints may be about:

- Quality of the service
- Problems in the service
- Inadequate level of service provision e.g. Hours, times
- Children in the service
- Financial matters
- Staffing
- Behaviour management strategies
- Attitude of worker
- Insensitivity to cultural practices of child/family

Mediation between parties to effect resolution of a complaint may be between:

- Worker and parent
- Worker and child
- Parent and service

RANGE STATEMENT

Guidelines for addressing complaints may include:

- Organisation procedures, policies and guidelines
- Legal obligations
- Guidelines of funding body/government bodies who have a regulatory role

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 is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, giving consideration to the range of workplace contexts
- Assessment could take place on one or more assessment situations

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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

Related units:

This unit may be (but is not required to be) assessed in conjunction with related units such as:

- CHCRF622C Plan child care provision with families
- CHCORG619C Develop and maintain the quality of service outcomes

CHCRF624C

Support parents in their parenting role

Descriptor

This unit describes the knowledge and skills required to provide children's services that are specifically targeted to families who are isolated or experiencing specific stresses

Employability Skills

This unit contains Employability Skills

Pre-requisite

This unit must be assessed after successful achievement of pre-requisite unit:

- CHCRF511A Work in partnership with families to provide appropriate care for children

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop a collaborative relationship with the parent/s

2. *Provide information to parent/s*

PERFORMANCE CRITERIA

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

- 1.1 Spend time with parent/s to develop understanding of their perspectives and experiences
 - 1.2 Use *language and communication that suits the family's needs*
 - 1.3 Use *strategies to develop trust in the service and the worker as required*
 - 1.4 Take care to ensure privacy is maintained within the community
 - 1.5 Record information about contact to enable accurate and relevant communication next time
 - 1.6 Initiate conversations with parent/s relevant to their lives and perspectives
- 2.1 Provide relevant and timely information
 - 2.2 Answer questions and concerns or seek out relevant information for parent/s
 - 2.3 Give advice within limitations of worker's expertise
 - 2.4 Provide information about the child based on specific observations
 - 2.5 Suggest resources for the child
 - 2.6 Arrange referral to relevant services after consultation with parent/s, as required

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Listen to parent/s concerns or problems | 3.1 Give sufficient time according to the seriousness of the concern and level of parent's distress |
| | 3.2 Arrange referral to appropriate service as relevant |
| | 3.3 Ensure ideas/suggestions given to the parent are relevant to the parent's feelings |
| | 3.4 Listen to concerns in a respectful manner |
| | 3.5 Discuss child's progress and needs with the parent, with sensitivity to the parent's feelings |
| | 3.6 Use strategies to debrief after emotionally demanding communication with parent/s |
| 4. Develop parent's capabilities in caring for their children | 4.1 Reinforce effective strategies parent is already using |
| | 4.2 Demonstrate care strategies to parent/s |
| | 4.3 Suggest strategies for parents to foster child's development, according to parent's energy and focus of interest |
| | 4.4 Promote to parents the significance of play for children |

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:

- Parent's experiences of parenting - anxieties, guilt
- Impact of isolation on families and children - geographic, social, economic, cultural isolation
- Community networking
- Community resources
- Stress management and debriefing strategies
- Problem solving
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a collaborative working relationship with parents to enhance parents' caring abilities

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 appropriate self disclosure and openness when communicating with parents
- Demonstrate empathy with parent/s who are isolated or experiencing severe levels of stress
- Demonstrate application of skills in:
 - non-judgemental listening
 - cross cultural communication
 - use of interpreters
 - basic counselling skills
 - skills to build rapport and trust
 - empowerment
 - adaptability and flexibility

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.

Families may require support as a result of:

- Isolation due to distance, language, circumstances
- Additional needs of their child
- Not yet communicating in English
- Crises and emergencies

Support may be provided by such means as:

- Toy libraries
- Mobile services
- Play groups
- Home visiting
- Respite care
- Advice and information
- Referral

Language and communication that suits the family's needs may require:

- Language other than English
- Interpreter
- Informal, colloquial style or formal style of conversation

Strategies to develop trust in the service may include:

- Developing a rapport with the child first
- Remembering and using names of the child/children on each visit and using information gathered previously
- Offering non threatening assistance in the first instance e.g. toys

Provide information to parent/s may be about:

- Resources available in the community
- Development opportunities for the child available in the community
- Where resources/materials may be purchased or borrowed
- The child's development, needs and abilities

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 could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH401A

Work effectively in the leisure and health industry

Descriptor

This unit describes the knowledge and skills required to work in a context within which leisure and health work occurs and to effectively support its role in enhancing well being

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work within the context of the leisure and health sector
2. Develop knowledge of the leisure and health industry

PERFORMANCE CRITERIA

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

- 1.1 Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being
- 1.2 In all work in the sector demonstrate consideration of the historical *context* of the sector
- 1.3 Demonstrate consideration of the changing social, political, and economic context in all work
- 1.4 Demonstrate an understanding of the different work environments and work roles within the industry
- 2.1 Demonstrate knowledge of *current issues* which impact on the sector and different models of leisure and health
- 2.2 In collecting information about leisure and health, collect and use views of key *stakeholders and representatives* from relevant target groups
- 2.3 Seek information for professional development and further *training options* and identify potential career pathways

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Demonstrate a commitment to the central philosophies of the leisure and health sector | 3.1 Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken |
| | 3.2 Demonstrate <i>commitment to access and equity principles</i> in all work in the sector |
| | 3.3 Ensure clients participate in all aspects of service planning and support activities |
| | 3.4 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 |
| | 3.5 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities |
| 4. Operate within the policies and procedures of the leisure and health sector | 4.1 Identify <i>relevant organisation policies</i> and discuss with colleagues and team |
| | 4.2 Ensure all work is consistent with relevant statutory and legislative provisions |
| | 4.3 Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health |

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:

- The leisure and health industry
- Leisure theory
- Facts/myths about the value of leisure and recreation in enhancing health and well being
- Importance of consumer input and choice
- Importance of respecting individual recognition
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment / disempowerment
- Principles of access and equity
- Concepts of autonomy and independence
- Concepts of integration and segregation
- Policy, regulatory, legislative and legal requirements include:
 - Privacy Act
 - equal employment opportunity principles
 - Guardianship Board
 - Freedom of Information Act
 - individual rights
 - disability services acts and standards
 - aged care accreditation standards
 - Aged care Act (1997) including the 'Quality Care principles'
 - National Home and Community Care standards
- Historical and social context
- Political and economic context
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practices of duty of care
- Principles of quality of life
- Indigenous Australian culture
- Knowledge specific to working with people from culturally, spiritually and linguistically diverse backgrounds
- Occupational health and safety (OHS) principles and practices
- Significance of the advocacy role when working with marginalised groups including the boundaries and limitations

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the context of the leisure and health sector
- Demonstrate commitment to the central philosophies of the leisure and health sector
- Operate within the policies and procedures of the leisure and health sector

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:

- Prepare reports so the information and organisation of information is appropriate to its purpose and audience
- Demonstrate application of skills in:
 - interpersonal communication with clients and other stakeholders
 - working as part of a team or as a sole worker
 - effective facilitation techniques
 - reflecting – feelings, experience, content
 - problem solving
 - communication
 - application of OHS principles and practices

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.

Leisure, recreation and play include:

- Examples of leisure: Free choice activities which are not seen as work, obligatory or constrained that foster well being
- Examples of recreation: Participation in community, outdoor, fitness, sport, racing, arts, entertainment. Music, tourism activities
- Examples of play: all of the following activities outside of our usual roles which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning.

Context includes:

- Range of sectors within which leisure and health work takes place, such as disability, aged care residential and community, hospital, rehabilitation services, mental health, correctional services
- Statutory framework within which leisure and health work takes place
- Historical context of leisure and health work e.g. changing attitudes to Leisure and recreation ; changing approaches to using leisure with clients
- Changing social context of work and leisure e.g. consumer centred approach, changing government and societal views of leisure and health approaches to working with clients
- Political context e.g. government policies and initiatives affecting leisure and health work
- Economic context e.g. the current economic situation as it relates to and affects the subsequent impact on client needs
- Facts/myths about the place of leisure and health in our lives

RANGE STATEMENT

Current issues and models of work in the leisure and health sector may include:

- Community development and education
- Leisure and health promotion
- Clubs and societies
- Psychosocial rehabilitation
- Employment options
- Peer support / self help
- Consumer run models
- Residential services
- Respite care
- Home based support

Stakeholders and representatives may include:

- Consumers
- Carers
- Friends, peers and target groups
- Families and care givers
- Local community
- Community organisations
- Government representatives and service providers
- Leisure and health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

Training options may include:

- TAFE
- Universities
- Other training providers:
 - private
 - government

The underpinning values and philosophy of the sector may include:

- A holistic and consumer-centred approach
- Community education
- Promotion of health and well being
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of consumers
- Commitment to empowering the consumer
- Encouragement of personal growth and wellness

RANGE STATEMENT

A commitment to access and equity principles includes:

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Relevant organisation policies and legislation may include:

- Child Protection Act
- Commonwealth Disability Services Act 1986
- Commonwealth Disability Discrimination Act 1992
- Mental Health Act
- Relevant state/territory acts
- EEO or anti-discrimination acts
- Organisation mission statements
- Organisation policies
- Occupational health safety and welfare
- Juvenile justice regulations
- Aged care accreditation standards
- Aged Care Act (1997) including the 'Quality Care principles'
- National Home and Community Care standards

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 person being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place

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

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH402A

Undertake leisure and health programming

Descriptor

This unit describes the knowledge and skills required to work with health practitioners and other relevant people to create, plan, coordinate, deliver and evaluate appropriate leisure and health activities and programs for individuals and groups

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify activities/programs to match leisure and health needs of the client or group

PERFORMANCE CRITERIA

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

- 1.1 Work with health practitioners and key others to develop activity/program 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 *programs* to meet needs
- 1.4 Select *program focus* and type based on client needs, organisation's criteria and resource availability
- 1.5 Undertake an activity/program analysis to match client needs to the characteristics of the activity/program
- 1.6 Where appropriate, undertake an assessment of outing requirements
- 1.7 Undertake risk assessment for activities/programs and outings

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

2. Prepare activity/program plan

- 2.1 Undertake *appropriate planning* of activities within team context to ensure client needs are met
- 2.2 Incorporate consultation with key clients and stakeholders into planning of activities
- 2.3 Determine operational arrangements for conducting the program and assess for feasibility
- 2.4 Develop and document goals and outcomes for each activity/program
- 2.5 Include appropriate implementation and evaluation strategies in the activity/program plan
- 2.6 Develop plans to include activity/program 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 good practice in working with leisure and health clients
- 2.9 Document the activity/program 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
- 3.2 Where required resources are not readily available, make submissions to potential sources, in accordance with relevant guidelines
- 3.3 Evaluate, select and arrange suitable locations for program implementation
- 3.4 Demonstrate an understanding of the 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 Where necessary, modify and adapt activities to meet client needs
- 3.7 Conduct resource audit

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. Terms in <i>italics</i> are elaborated in the Range Statement.
4. Promote activity/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/program	5.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory 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 program delivery 5.6 Use effective facilitation techniques in the delivery of activities 5.7 Develop strategies to deal with challenging behaviour 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/program	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders 6.2 Routinely use appropriate evaluation strategies during and after the program and for revision and development 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

7. Document the activity/ program

PERFORMANCE CRITERIA

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

7.1 Determine documentation requirements that reflect accepted good practice in working with leisure and health profession

7.2 Conduct documentation processes according to organisation guidelines and legal/statutory requirements

7.3 Evaluate the effectiveness of documentation

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:

- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Motivational theory and strategies
- Client choice
- Holistic health (emotional, social, physical, mental, spiritual)
- Levels of human needs (universal, developmental, special)
- A range of activities and programs
- Facilitation techniques
- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Outing assessment processes
- Relevant funding sources
- Research and consultation
- Coordination and management of programs
- Analysis of data, information and relationships
- Advocacy
- Provision of support to a diverse range of people/organisations
- Conflict resolution communication and negotiation
- Cross cultural communication and negotiation
- Literacy adequate to prepare a range of appropriate resource material
- Working with and through community leaders
- Volunteers
- Occupational health and safety (OHS) principles and practices

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document steps within the programming process
- Identify the leisure and health needs of the client or group
- Prepare activity/program plan
- Identify and obtain required resources
- Promote, deliver and evaluate activity/program

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:
 - a range of activities and programs
 - motivating clients
 - promoting activities and programs
 - research and consultation
 - coordination and management of programs
 - analysis of data, information and relationships
 - advocacy
 - provision of support to a diverse range of people/organisations
 - conflict resolution communication and negotiation
 - cross cultural communication and negotiation
 - literacy adequate to prepare a range of appropriate resource material
 - working with and through community leaders
 - OHS principles and practices
 - effective use of relevant information technology in line with OHS guidelines

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.

Relevant information may include:

- Interviews with clients
- Social history
- Care plans/case notes
- Research past lifestyles and interests
- Holistic assessment of client

Programs include:

- Activities designed to address needs of target groups or individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed at individual people and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

Program focus may include:

- Leisure
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Music and performing arts (e.g. theatres, band, video production team)
- Language and art based
- Spiritual and religious
- Research, planning and management (e.g. excursions, travel)
- Community action and development
- Special interest causes (e.g. environmental issues)
- Enterprise development activities
- Employment, fund raising, small business

RANGE STATEMENT

Program activities may include:

- Discussion groups
- Games
- Outings
- Reminiscence
- Poetry and drama
- Storytelling and reading
- Art and craft
- Cognitive stimulation
- Sporting and recreational activities
- Structured and unstructured social activities
- Leisure activities
- Play
- Work-related tasks

Appropriate planning and implementation of programs is undertaken for the purpose of:

- Providing immediate and ongoing support
- Promoting participation and personal development
- Enabling people to use their time constructively, have fun and maintain independence
- Enabling people to learn and explore skills, knowledge and attitudes
- Enhancing well being
- Maintaining and improving cognitive functioning
- Maintaining and improving physical abilities
- Promoting social interaction and friendship development
- Provide an avenue for emotional and psychological support
- Enable participants to meet their spiritual and religious needs

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 may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

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

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.

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
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Competency should be assessed in the context of:
 - working with individuals and groups
 - target groups relevant to the worker and the activity or program
 - consulting with relevant stakeholders
 - for at least two of the types of activities and programs identified in the Range Statement
 - for at least two of the purposes identified in the Range Statement
 - individually or as part of a team

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH404A

Plan, implement and monitor leisure and health programs

Descriptor

This unit describes the knowledge and skills required to participate in planning, implementation and evaluation of programs providing activities for individuals

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Gather and record detailed information about client/s

PERFORMANCE CRITERIA

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

- 1.1 Work in a team with health practitioners and relevant others
- 1.2 Use appropriate *methods to assess* client/s leisure and health needs according to specific purpose and under the guidance of an experienced worker
- 1.3 Use a variety of recording methods according to the purpose for recording and under the guidance of an experienced worker
- 1.4 Record information using *holistic approach* to health and well being of client/s
- 1.5 Participate in the analysis of information gained to identify individual strengths, needs, interests and preferences
- 1.6 Maintain confidentiality while observing and recording

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Participate in the design of individual program plans

PERFORMANCE CRITERIA

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

- 2.1 Participate in the design of *individual programs* using a consultative approach based on client's leisure and health needs assessment
- 2.2 Participate in the design of individual program plans using a range of resources and *ideas*
- 2.3 Participate in the design of individual program plans using *a variety of experiences*
- 2.4 Participate in the design of individual program plans within the *client's life, development and social context*
- 2.5 Participate in the design of individual program plans to enhance the health, well being and abilities of the individual
- 2.6 Participate in the design of individual program plans that meet additional and specific leisure and recreation needs of the client
- 2.7 Participate in the design of individual program plans that reflect the *philosophy and goals of the service*
- 2.8 Participate in the design of individual program plans that are relevant to cultural and social contexts of the individual and their community
- 2.9 Participate in the design of individual program plans that reflect multi-cultural perspective
- 2.10 Document an individual program plan for the client based on information gathered during assessment

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

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 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
- 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/service requirements
- 4.4 Clearly identify *criteria* for documentation and evaluation and use for review

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:

- Theories of development
- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Client assessment processes and relevant data collection tools
- Data collection methods
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Detailed knowledge of facilitating a variety of learning experiences e.g. art, music, sport
- Facilitation techniques
- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Up-to-date information and a range of sources of information is assessed as resources for individual program plan development
- Relevant quality improvement and accreditation system principles
- Inclusion – non-discriminatory practices and associated legislation
- Knowledge and development – build on strengths of individual
- Occupational health and safety (OHS) principles and practices

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document an individual program plan
- Gather and record detailed information about client/s
- Participate in the design of programs
- Implement programs according to plan or instruction
- Monitor and evaluate individual program plans

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:
 - respect for different family expectations
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - OHS principles and practices

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.

Methods to assess may include:

- Interview with client, care workers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas

Holistic approach includes consideration of:

- Physical health
- Emotional health
- Mental health
- Social health
- Spiritual health
- Cognitive health

Individual programs include:

- Activities designed to address needs of individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed to individual people and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

Ideas and suggestions for programming may be gathered from:

- Client assessment
- Colleagues
- Networks resource workers
- Workers in other services
- Newsletters, magazines, articles
- Publications
- Professional body

RANGE STATEMENT

A variety of experiences for use in programs may include:

- Excursion/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor
- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

Client's life, development and social context may include:

- Geographic context, e.g. remoteness, buildings, lack of space, isolation
- Community groupings, alliances and conflicts
- Historical context of community, e.g. significant events, future plans
- Social context, e.g. social isolation, crowding and noise
- Cultural context

All those involved with program design may include:

- Individual
- Staff/care providers
- Parents/family member
- Management

Information about an individual's development and social cultural context may be gained by:

- Recorded observations
- Conservation
- Consulting family/community representatives
- Written report/records

Philosophy and goals of the service include:

- Culturally specific services philosophies
- Philosophies about people, their development and learning
- Philosophies and values about society and communities

RANGE STATEMENT

Goals of the service may be oriented to an emphasis on:

- Leisure
- Creativity
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Maintaining and improving cognitive functioning
- Maintaining and improving physical abilities
- Promoting social interaction and friendship development
- Providing an avenue for motional and psychological support
- Enabling participants to meet their spiritual and religious needs

Identities of individuals may include:

- Racial
- Gender
- Cultural
- Social
- Peer group

Concerns about the current program plans may include:

- Gaps
- Resourcing issues
- Repetition
- Aspects where an individual's participation is low

Mobile service may need to design programs particularly targeted to those who are isolated:

- Geographically
- Socially

RANGE STATEMENT

- Resources required may include:*
- Transport
 - Equipment
 - Venue
 - Equipment and materials
 - Games
 - Leisure activities
 - Curriculum/learning materials
 - Staffing
 - Food and drink
 - Support staff and resource staff
 - Skills of staff
- Specialist resources may include:*
- Professionals with expertise about particular needs
 - Written information
 - Special equipment
 - Information and education videos
 - Resource Networks
 - Family member
 - Bilingual workers
 - Interpreter services
 - Resource units
 - Extra staffing
- Additional resources may include:*
- Worker training
 - Resource centres
- Review of the individual program plan may include:*
- Review of individual with additional needs
 - Review of strategies for meeting needs of individuals within context of whole group
- Criteria to assess programs may be in relation to:*
- Short term and long term goals of program
 - Progress of individual
 - Progress of the group
 - Philosophy and goals of the service
 - Cost effectiveness
 - Appropriate practice
 - Daily programs, weekly programs

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 may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

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
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH405A

Plan leisure and health programs for clients with complex needs

Descriptor

This unit describes the knowledge and skills required to understand and effectively work with individuals and groups with complex needs when planning for leisure and health service provision

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work within the context of a range of presenting client impairments, characteristics and symptoms

2. Demonstrate commitment to concepts of inclusion, segregation and empowerment

PERFORMANCE CRITERIA

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

- 1.1 Identify the range of issues that can impact on a *client with complex needs*
 - 1.2 Determine the range of client characteristics and symptoms
 - 1.3 Demonstrate an understanding of the impact of a range of issues, characteristics and symptoms on participation in leisure
 - 1.4 Determine a range of strategies and modifications that will enable the client to maximise their participation in leisure and recreation programs
-
- 2.1 Demonstrate the practice of the 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 3. Plan for 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 to participation in recreational and leisure activities |
| | 3.5 Where appropriate, involve <i>stakeholders and significant others</i> in planning to manage barriers to recreational and leisure activities |

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:

- Understanding of the range of complex needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantaged groups
- Theories of development in complex needs clients
- Theories of inclusion, segregation and integration
- Importance and value of empowerment
- Different approaches to program planning and development
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Relevant quality improvement and accreditation system principles
- Inclusion – non-discriminatory practices and associated legislation
- Knowledge of development – build on strengths of individual

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Create an environment which fosters participation
- Implement strategies to meet the requirements of clients with complex needs
- Outline a personal philosophy about the use of leisure and health programs to promote well being, social justice and equity of clients with complex needs
- Assess up-to-date information and a range of sources of information as resources for program development

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:
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - occupational health and safety (OHS) principles and practices
 - sensitivity and empathy when working with clients with special needs

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.

Client with complex needs may include:

- Clients requiring multiple service types
- Clients with a range of needs that cannot be met by one service type, including:
 - physical disabilities
 - intellectual disabilities
 - mental health issues
 - aboriginal and torres strait islander
 - youth
 - mature aged
 - ethnic/cultural
 - HIV/aids
 - sensory disability
 - disadvantaged groups, such as homeless
- Clients who have family and carer needs that require additional service inputs

Stakeholders and significant others may include:

- Care givers
- Relatives/friends/partners
- Medical and nursing personnel/specialists
- Health practitioners
- Support networks
- Multi-disciplinary team members
- Management

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 may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

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
- This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH406A

Apply knowledge of human behaviour in leisure activity programs

Descriptor

This unit describes skills and knowledge required to recognise specific aspects of human behaviour as required by workers in the leisure and health sector

Employability Skills

This unit contains Employability Skills

Application

The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply knowledge of human development across the lifespan

2. Apply knowledge of *human cognitive processes*

3. Identify perceptions of illness, health and wellness and ways clients respond to illness

PERFORMANCE CRITERIA

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

1.1 Identify relevant aspects of human physical, social, and intellectual development across the lifespan

1.2 Relate information about the various aspects of human development to the needs, interests and skills of specific client groups

2.1 Identify key aspects and knowledge related to memory, decision-making and reasoning

2.2 Apply information about human cognitive processes to the needs and abilities of specific client groups, such as clients with dementia

2.3 Develop a program of leisure activities to cater for the needs and interests of clients with specific cognitive abilities, such as clients with acquired brain injury/clients with dementia

3.1 Identify various *perceptions of illness*

3.2 Identify various *perceptions of health and wellness*

3.3 Describe 'acceptable' and 'unacceptable' ways people respond to illness

3.4 Analyse how this behaviour impacts on other people

3.5 Explore trans-cultural differences in the ways people respond to illness

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Identify common *perceptions of disability*

PERFORMANCE CRITERIA

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

- 4.1 Research and identify a range of perceptions of disability common in the community
- 4.2 Describe ways various concepts of disability can impact on a person with a disability
- 4.3 Develop a range of strategies for facilitating the integration of a client with a disability or disabilities into leisure activities
- 4.4 Identify various protective and inclusive legislation which impact on leisure service delivery

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:

- Human physical, social, and intellectual development across the lifespan
- Human cognitive processes, including key aspects relating to:
 - memory
 - decision-making
 - reasoning
 - communicating
- Key aspects of normal functioning and impaired cognition, including processes associated with acquired brain injury and dementia
- Perceptions of illness, health and wellness and ways clients respond to illness, including trans-cultural differences in the ways people respond to illness
- Definition, impacts and common perceptions of disability
- Strategies for facilitating integration of a client with a disability or disabilities into leisure activities
- Legislation which impact on leisure service delivery

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of human development across the lifespan and human cognitive processes to the development of leisure activity programs
- Identify perceptions of illness, health and wellness and ways clients respond to illness and common perceptions of disability
- Develop a program of leisure activities to cater for the needs and interests of clients with specific cognitive abilities, such as clients with acquired brain injury / clients with dementia
- Analyse how illness response behaviour impacts on other people
- Develop a range of strategies to facilitate client integration into leisure activities

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.

Life stages include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Very elderly

Stages of development may relate to:

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development
- Psychosexual stages
- Stages of moral development
- Stages of ego development

Human cognitive processes refer to basic processes such as:

- Reasoning
- Decision-making
- Communicating
- Memory
- Normal memory function
- Impaired memory function
- Key aspects of normal functioning cognition
- Key aspects of impaired or abnormal cognition

Examples of impaired cognition include:

- Concentration difficulties
- Confusion
- Disorientation
- Dementia
- Delirium
- Delusions
- Forgetfulness
- Hallucinations
- Learning disability
- Intellectual disability

RANGE STATEMENT

Medical conditions where clients may exhibit impaired cognition may include:

- Dementia, including alzheimer's disease
- Head injury
- Huntington's disease
- Parkinson's disease
- Pick's disease
- Alcohol abuse
- Schizophrenia
- Stroke

Perceptions of health and wellness include:

- Defining health
- Varying individual beliefs about health
- The holistic nature of wellness
- Difficulties in defining wellness
- Factors impacting on wellness
- Activities and factors attributed to health and wellness
- Relationships between the concepts of wellness, health and illness
- Wellness and health promotion

Perceptions of illness and illness behaviour include:

- Varying perceptions of illness
- Different ways people might respond to illness (illness behaviour)
- Trans-cultural differences in illness behaviour
- Perceptions of illness behaviour ranging from acceptable through to unacceptable
- Ways carers might respond to clients' illness behaviours
- People's beliefs about health and illness
- Coping strategies

Perceptions of disability include:

- Varying societal perceptions of disability
- Ways these perceptions are reinforced (e.g. through media, adherence to medical model of care etc)
- Impact of these perception on people with disability
- Protective and inclusive legislation which impact on leisure service delivery
- Strategies for facilitating inclusion

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

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 may be assessed through a range of assessment activities that include workplace tasks.
- Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
- Resources required include access to relevant workplace or simulated setting

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH407A

Apply sociological concepts to leisure and health

Descriptor

This unit describes skills and knowledge required to apply *sociological concepts* to health, leisure and disability and the influence on individual involvement in leisure

Employability Skills

This unit contains Employability Skills

Application

The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply knowledge of the *social context of health* in Australia

2. Apply knowledge of the *social context of leisure* in Australia

PERFORMANCE CRITERIA

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

- 1.1 Apply knowledge of key aspects of health provision in Australia
 - 1.2 Consider the impact of demographic issues related to health, such as rural and remote health provision
 - 1.3 Identify and analyse issues associated with the provision of health services to *specific groups* within Australian society
 - 1.4 Analyse the (micro) culture of the workplace and the impact of health care provision on workers and clients
 - 1.5 Analyse the impact of society on health and leisure outcomes
-
- 2.1 Analyse the role of leisure as part of everyday life in a range of different contexts
 - 2.2 Describe different approaches to leisure at different stages of the life cycle
 - 2.3 Analyse the provision of recreation and leisure services to older Australians

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. *Analyse impacts of sociological factors on people with a disability*

PERFORMANCE CRITERIA

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

- 3.1 Apply knowledge of social and medical models of disability and the ways these models impact on provision of services to people with disabilities
- 3.2 Analyse the experience of disability and how and why this experience varies for different groups in society
- 3.3 Identify and analyse impacts of political and social policy on people with disabilities and their families through the life course
- 3.4 Identify the impact of disability on participation in leisure

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:

- Meaning of terms such as:
 - sociology, society, social structure, socioeconomic status
 - culture, gender, trans-cultural
 - institutions, power
- The leisure and health worker's fit in the health system
- Australian health system and its impact on different groups, including
 - older people
 - Aboriginal Australians
- Different individual/group approaches to leisure and how this is influenced by society
- Different approaches to leisure through the life span
- Different models of disability and the impact on service provision for people with disabilities
- The experience of disability
- Factors that have had an impact on individual leisure e.g.
 - legislation governing access for people with disabilities
 - economic effect of drought

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Describe how own work context fits into the Australian health system (e.g. provision of funding, accreditation and registration requirements, private versus public sector etc)
- Apply knowledge of ways specific groups in Australia approach leisure and how these approaches are shaped by the society in which they live
- Apply knowledge of ways different models of disability impact on provision of services to people with a disability
- Analyse the experience of disability and how and why this experience varies for different groups in our society
- Identify factors in Australian society over recent years which have impacted on individual leisure involvement in both positive and negative ways, including legislation governing disabled access and economic effects of drought
- Apply knowledge of the social context of health and leisure to the development of leisure activity programs
- Apply knowledge of the sociological perspective of disability to the development of leisure activity programs

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.

Sociological concepts may include but are not limited to:

- Sociology, society, social structure, socioeconomic status
- Culture, gender, trans-cultural
- Institutions, power

Social context of health may include but is not limited to:

- Australian health system
- Commonwealth, state, territory and local government roles and responsibilities
- Public and private sectors
- Provision of services to specific groups such as:
 - aged care provision in the community
 - residential aged care
 - rural and remote
 - Aboriginal Australian health care
 - migrant health
- Specific issues related to health care and the workplace such as:
 - funding
 - registration
 - assessment of clients
 - availability of services
 - respite care
- Impact of different models of care on health and illness such as:
 - medical model
 - social model
- Current emphasis on health provision as opposed to health improvement

Specific groups may include but are not limited to:

- Older people
- Aboriginal Australians
- Youth
- Children
- Migrants

RANGE STATEMENT

Social context of leisure may include but is not limited to:

- Work and leisure
- Leisure and family
- Leisure and the life cycle
- Leisure roles and socialisation
- Leisure provision for older people
- Impact of (micro) culture on leisure e.g. growing up in rural Australia vs urban Australia vs remote community
- Impact of life experience on leisure
- Individual leisure aspirations and societal constraints

Impacts of sociological factors on people with a disability may include but are not limited to:

- Disability as a social construct
- Social and medical models
- Stigma and prejudice
- Provision of services to people with disabilities
- Various experiences of disability
- Societal factors that impact on people's experience of disability
- Impact of political and social policy on people with disabilities and their families
- Impact of disability in relation to leisure

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

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 may be assessed through a range of assessment activities that include workplace tasks
- Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
- Resources required include access to relevant workplace or simulated setting

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH503A

Develop leisure and health programs for clients with special needs

Descriptor

This unit describes the knowledge and skills required to identify and respond to groups and individuals with special needs

Employability Skills

This unit contains Employability Skills

Application

The skills and knowledge of this unit of competency are mostly likely to be used be self directed and within organisation policy and procedure

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify and assess the specific requirements of *special needs clients* in leisure and health programs

2. Promote the role of leisure and health programs in enhancing the well being of special needs client/s

3. Plan required resources

PERFORMANCE CRITERIA

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

1.1 Actively involve client with a special need, significant others and support staff and encourage them to participate in the assessment process

1.2 Identify all relevant information on the persons special needs and his/her personal requirements and record according to organisation procedures

2.1 Promote benefits of leisure and health programs to *stakeholders*, target groups and within the organisation to maximise client well being

2.2 Implement appropriate evaluation and monitoring processes to ensure ongoing client benefits

3.1 Identify the appropriateness of facilities

3.2 Identify and gather or modify materials and equipment that are appropriate for the individual according to the plan

3.3 Identify specialist resources according to the plan and request as needed

3.4 Plan and utilise additional resources according to available finances

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 4. Create an environment which fosters participation of special needs client/s in leisure and health program | 4.1 Develop program in consultation with all involved to meet the desired outcomes and goals identified in client needs assessment |
| | 4.2 Review current program to identify its appropriateness for the individual |
| | 4.3 Gather detailed information to identify individual's needs |
| | 4.4 Develop strategies for ongoing communication and review with all those involved |
| 5. Manage and develop strategies to meet the requirements of special needs client/s participating in leisure and health programs | 5.1 Demonstrate innovative approach to ways to meet the requirements of special needs clients |
| | 5.1 Show empathic attitude to specific requirements of special needs clients |
| | 5.2 Support leisure and health programs in a manner that supports the person's strengths and interests |
| | 5.3 Support leisure and health programs in a manner that supports duty of care and legislative requirements |
| | 5.4 Support leisure and health programs according to risk management plan |
| | 5.5 Support active integration of special needs clients into the community and community activities through provision of <i>special requirements</i> where possible |

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:

- Theories of development in special needs clients
- 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
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion – non-discriminatory practices and associated legislation
- Knowledge of development – build on strengths of individual
- Issues such as integration, segregation and contemporary approaches relating to client groups with a range of special needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantage

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and assess the specific requirements of special needs clients in leisure and health programs
- Promote the role of leisure and health programs
- Plan required resources
- Follow a leisure and health plan
- Create an environment which fosters participation
- Manage and develop strategies to meet the requirements of special needs client/s

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:

- Outline a personal philosophy about the use of leisure and health programs to promote special needs clients well being, social justice and equity
- Demonstrate application of skills in:
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - occupational health and safety (OHS) principles and practices
 - cultural awareness

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.

Special needs clients may include:

- Disabled
- Mental health
- Aboriginal and Torres Strait Islander
- Youth
- Mature aged/seniors
- Ethnic/cultural
- HIV/AIDS

Logistic requirements include:

- Transport
- Venue

Special requirements may include:

- Individual differences/needs/wants/abilities
- Communication skills and techniques
- Specific equipment/apparatus requirements
- Transportation needs
- Appropriate staff ratios/training/expertise

Stakeholders / significant others may include:

- Care givers
- Relatives/friends/partners
- Medical and nursing personnel/specialists
- Health practitioners
- Support networks
- Multi-disciplinary team members
- Management

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 person being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place

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

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

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.

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCAC318A Work effectively with older people

CHCRH504A

Coordinate planning, implementation and monitoring of leisure and health programs

Descriptor

This unit describes the knowledge and skills required to undertake advanced planning, coordination implementation and evaluation of programs for the provision of activities for individuals and groups

Employability Skills

This unit contains Employability Skills

Application

The skills and knowledge of this unit of competency are mostly likely to be used be self directed and within organisation policy and procedure

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Plan comprehensive *assessment* of a client

PERFORMANCE CRITERIA

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

- 1.1 Work in a team with health practitioners and relevant others
- 1.2 Select appropriate leisure and health assessment tools
- 1.3 Develop agency specific assessment tool if required
- 1.4 Coordinate the application of the assessment tool
- 1.5 Evaluate the effectiveness of the assessment tool and process
- 1.6 Critically analyse and interpret assessment results
- 1.7 Maintain confidentiality while assessing and documenting assessment findings and results

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Facilitate the design of programs

PERFORMANCE CRITERIA

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

- 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
- 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

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/service requirements
- 4.8 Use evaluation results and information to facilitate further design of programs and implement changes

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:

- Theories of human development both biological and psychological
- A range of assessment processes and techniques
- Professional documentation requirements
- 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
- 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
- Detailed knowledge of facilitating a variety of learning experiences e.g. art, music, sport
- Able to state and outline a personal philosophy about development through programming which considers theories of development, learning, social justice and equity
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion – non-discriminatory practices and associated legislation
- Knowledge and development – build on strengths of individual
- Occupational health and safety (OHS) principles and practices

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Gather and record detailed information about client/s
- Facilitate the design of programs
- Coordinate the implementation of Implement programs according to plan or instruction
- Monitor and evaluate program
- Promote leisure and health programs
- Plan required resources
- Follow a leisure and health plan

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:
 - respect for different family expectations
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - OHS principles and practices
 - developing and designing assessment tools
 - managing leisure events
 - adaptation/modification of leisure activity resources
 - identifying characteristics of a range of approaches to leisure and recreation in relation to values and concepts

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.

Assessment may include:

- Interview with client, careworkers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas
- Development and use of agency specific assessment tools

Holistic approach includes consideration of:

- Physical health
- Emotional health
- Mental health
- Social health
- Spiritual health

Programs include:

- Routines
- Transitions
- Organisation of time and space
- Experiences
- Interactions

Ideas and suggestions for programming may be gathered from:

- Colleagues
- Networks resource workers
- Workers in other services
- Newsletters, magazines, articles
- Publications
- Internet

Programs may include a variety of experiences:

- Excursion/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor
- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

RANGE STATEMENT

Contexts of the individual's lives may include:

- Geographic context, e.g. remoteness, buildings, lack of space, isolation
- Community groupings, alliances and conflicts
- Historical context of community, e.g. significant events, future plans
- Social context, e.g. social isolation, crowding and noise
- Cultural context

All those involved with program design may include:

- Individual
- Staff/care providers
- Parents/family member
- Management

Information about an individual's development and social cultural context may be gained by:

- Recorded observations
- Conservation
- Consulting family/community representatives
- Written report/records

Service philosophies include:

- Culturally specific services philosophies
- Philosophies about people, their development and learning
- Philosophies and values about society and communities

RANGE STATEMENT

Goals of the service may be oriented to an emphasis on:

- Creativity
- Leisure
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Maintaining and improving cognitive functioning
- Promoting social interaction and friendship development
- Provide an avenue for emotional and psychological support
- Enable participants to meet their spiritual and religious needs

Identities of individuals may include:

- Racial
- Gender
- Cultural
- Social
- Peer Group

Concerns about the current program could include:

- Gaps
- Resourcing issues
- Repetition
- Aspects where an individual's participation is low

Mobile service may need to design programs particularly targeted to those who are isolated:

- Geographically
- Socially

RANGE STATEMENT

Required resources may include:

- Transport
- Equipment
- Games
- Leisure activities
- Venue
- Equipment and materials
- Curriculum/learning materials
- Staffing
- Food and drink
- Support staff and resource staff
- Skills of staff

Specialist resources may include:

- Professionals with expertise about particular needs
- Written information
- Special equipment
- Information and education videos
- Resource Networks
- Family member
- Bilingual workers
- Interpreter services
- Resource units
- Extra staffing
- Profession specific publications

Additional resources may include:

- Worker training
- Resource centres

Review of program could include:

- Review of individual with additional needs
- Review of strategies for meeting needs of individuals within context of whole group

Criteria to evaluate programs may be in relation to:

- Short term and long term goals of program
- Progress of individual
- Progress of the group
- Philosophy and goals of the service
- Cost effectiveness
- Appropriate practice
- Daily programs, weekly programs

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 may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

Related units:

This unit must be assessed after or in conjunction with related units:

- CHCRH402A Undertake leisure and health programming
- CHCRH404A Plan, implement and monitor leisure and health programs

CHCRH505C

Conduct a program for children and young people with special needs

Descriptor

This unit describes the knowledge and skills required to conduct a program for young people with special needs

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 1. Plan and prepare a program/activity | 1.1 Identify specific needs of the child/young person by conducting routine assessments and accessing existing records |
| | 1.2 Identify planned outcomes for the child/young person, including key milestones and targets |
| | 1.3 Identify relevant support services that are required |
| | 1.4 Develop an individual <i>program</i> in consultation with child/young person and their carers |
| | 1.5 Identify options for addressing non participation/non achievement of outcomes |
| | 1.6 Access a range of literature and research in planning programs to meet developmental needs of <i>child/young person with special needs</i> |
| 2. Establish operational arrangements | 2.1 Seek agreement from child/young person and their carers about participation in the program/activity prior to commencement |
| | 2.2 Determine <i>range of activities</i> to be utilised in program according to needs of child/young person |
| | 2.3 Identify additional support requirements of child/young person |
| | 2.4 Identify special <i>resources</i> required for the program and source prior to program commencement |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Establish effective communication

- 3.1 Provide instructions in a *communication style* suitable to the child/young person
- 3.2 Provide and seek *feedback* on *session* technique, participation and correct usage of equipment from child/young person and their carers
- 3.3 Enlist specialist communication support where it is required
- 3.4 Put in place processes to evaluate the effect on self-esteem and confidence of child/young person
- 3.5 Modify program, where necessary, based on an assessment of conditions and *status of child/young person*
- 3.6 Conduct appropriate activities within program to suit abilities of individuals and/or group
- 3.7 Select activities within program to take into account individual structural and functional variations to human body and to enhance *emotional well being* of child/young person with special needs
- 3.8 Assist with provision and use of aids, including modification, as appropriate
- 3.9 Provide information and demonstration to child/young person on safe and responsible behaviour and make them aware of rules, codes and organisation health and safety requirements
- 3.10 Apply organisation procedures to collection and checking for damage/wear of equipment

4. Evaluate the effectiveness of the program

- 4.1 Seek feedback from child/young person and their carer about value of and responses to specific activity to ensure their needs continue to be met
- 4.2 Apply current accepted practices to planning, design and delivery of specific programs to meet individual needs
- 4.3 Implement processes to monitor participation and progress of child/young person

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:

- Factors influencing the conduct of a specialised program/activity
- Relevant occupational health and safety and discrimination legislation
- 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
- Awareness of screening processes for entry into programs/activities
- Relevant precautions in programs/activities
- Stretching and mobility exercises and activities
- Appropriate chair based, floor work and balance exercises and activities
- Appropriate strengthening and conditioning exercises and activities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Monitor activity within the confines of the program
- Select appropriate range of activities and exercises
- Modify activities for risk minimisation to child/young person with special needs to participate in programs
- Plan and prepare a program/activity including to determine the range of appropriate safe and suitable activities and/or exercises for the child/young person with special needs
- Establish operational arrangements and effective communication including correct instructions and technique/guidelines for undertaking activities
- Prior screening to establish additional support needs
- Evaluate the effectiveness of the program

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:
 - organisation to coordinate resources necessary to conduct a program
 - communication to provide instructions participation

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.

Barriers to participation:

- Cultural values
- Family structures
- Religious beliefs
- Impact of any disability on participation
- Communication
- Level of literacy and numeracy
- Transport
- Income
- Confidence
- Support services available
- Economic

Communication style:

- Should be clear, accurate, contain all relevant information and appropriate to the person's:
 - age
 - preferred method of communication
 - physical or cultural factors
 - specific needs
- May include:
 - verbal
 - modelling/demonstration of activities/movements
 - hand/arm signals
 - assisted communication devices
 - braille
 - audio tape
 - others as identified

Emotional well being includes:

- Feelings
- State of mind
- Perception of risk
- Self-esteem
- Self confidence

RANGE STATEMENT

Feedback may be qualitative and quantitative:

- Evaluation forms
- Asking people
- Numbers
- Surveys
- Complaints
- Reaction
- Feedback from staff
- Financial information

Impact on participation may be affected by:

- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Client service strategies
- Social, cultural and religious factors
- Physical and economic factors
- Rate of skill development
- Taking risks in the context of self determination and dignity of risk
- Communication supports required/available
- Flexibility about timing and priorities to allow for choice
- Socialisation/community involvement

Child/young person with special needs will vary according to:

- Type of disability:
 - physical
 - sensory
 - intellectual
 - psychiatric
- Factors such as:
 - cultural and linguistic diversity
 - rural/remote environment
 - income
 - gender
 - sexuality
 - age
 - family systems
 - religion

RANGE STATEMENT

Program refers to:

- A sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being
- Does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively

Range of activities:

Should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of child/young person in the following areas

- Stretching and mobility
- Strengthening or conditioning
- Confidence building and self-esteem
- Fine and gross motor skills development
- Development of valued relationships
- Back care
- Balance
- Socialisation

Resources may include:

- Staff
- Equipment
- Venues/facilities
- Paperwork
- Transport and logistical arrangements
- Funds
- Music

Session refers to:

- A selection of tasks, games, activities or exercises in which the extent of instruction is to promote enthusiastic, safe and cooperative participation
- May be a component of a sequenced program of individual activities
- Does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
- Of up to a day's duration, i.e. no overnight component

RANGE STATEMENT

*Status of child/young person
may vary according to:*

- Impact of medication/pharmaceuticals
- Chronological age
- Physiological age
- Disability
- Other specific needs and considerations such as:
 - communication
 - socialisation
- Physical/health issues:
 - orthopaedic
 - continence issues
 - cardio-respiratory
 - medications
 - neurological conditions
 - musculoskeletal conditions
- Psycho social issues

*Work environment varies with
respect to:*

- Size of the organisation
- Location
- Organisation structure
- Nature of the programs provided
- Availability of resources and technology

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
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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
- Assessment of this competency requires:
 - access to child/young person i.e. not the peers of the learner
 - human resources consistent with those outlined in the assessment guidelines

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDIS301A Work effectively with people with a disability

CHCRH506A

Provide leisure education

Descriptor

This unit describes the knowledge and skills required to assist clients to develop appreciations, interests, skills and opportunities to use leisure in personally rewarding ways

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community sector work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 1. Work in a leisure education context | 1.1 Demonstrate understanding of the history and philosophy of leisure education |
| | 1.2 Demonstrate the application of leisure education theory to the provision of leisure education |
| | 1.3 Demonstrate the application of leisure education in the context of its <i>purpose</i> , processes and outcomes |
| | 1.4 Demonstrate the application of leisure education models |
| | 1.5 Identify the place of leisure education as a component of a comprehensive leisure service |
| 2. Develop leisure education programs based on the individual client's needs | 2.1 Determine the suitability of the client for involvement on a <i>leisure education program</i> |
| | 2.2 Determine the components of a leisure education program that would be of benefit to the client using appropriate assessment tools and processes |
| | 2.3 Determine leisure education goals based on assessed needs |
| | 2.4 Develop a leisure education program incorporating the required components |
| | 2.5 Document leisure education session plans with particular detail on content and processes |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Conduct leisure education programs

- 3.1 Demonstrate the application of the use of helping skills and the development of professional friendships
- 3.2 Implement appropriate helping skills relevant to the client and leisure education program
- 3.3 Adapt the environment and equipment to maximise client participations
- 3.4 Demonstrate effective presentation techniques with an emphasis on facilitative styles of presentation
- 3.5 Work with the client to achieve documented goals using facilitation techniques, including encouragement and assistance
- 3.6 Adapt the leisure education session plan where necessary

4. Evaluate the effectiveness of leisure education programs

- 4.1 Determine criteria for evaluation and review
- 4.2 Assess client progress against goals
- 4.3 Determine the effectiveness of individual education sessions and the leisure education program as a whole
- 4.4 Document and evaluate program outcomes according to the client's needs
- 4.5 Facilitate further design of leisure education programs using results and information from evaluation

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:

- Leisure education philosophy
- 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
 - mental health
- Adapting leisure education session plans, environment and equipment
- Range of leisure education goals

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess clients suitability for involvement in a leisure education program
- Adapt session plans, equipment and the environment
- Develop leisure education programs and session plans based on assessed needs
- Document leisure education session plans

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:

- Use facilitation skills
- Use helping skills
- Develop professional friendships
- Undertake evaluation

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.

Relevant information may include:

- Leisure education is part of a comprehensive leisure and health program
- Leisure education is not suited to all clients
- Leisure education has a specific philosophy, purpose and outcomes

Leisure education program may have the following focus:

- Self awareness in leisure
- Leisure attitudes and appreciation
- Problem solving and decision-making skills
- Knowledge of education recourse
- Social interaction skills
- Leisure activity skills

Leisure education programs are planned and implemented for the purpose of:

- Personal understanding of leisure
- Range of opportunities to participate
- Skill development
- Personal development
- Self expression
- Long term behaviour
- Attitudinal change

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 may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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

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.

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
- Competency should be assessed in the context of:
 - working with individuals and groups
 - target groups relevant to the worker and the activity or program
 - consulting with relevant stakeholders
 - for at least two of the types of activities and programs identified in the range statement
 - for at least two of the purposes identified in the range statement
 - individually or as part of a team

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCRH507A

Apply concepts of human psychology to facilitate involvement in leisure programs

Descriptor

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

Employability Skills

This unit contains Employability Skills

Application

The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

Knowledge and skills addressed in this unit are to be applied in the context of relevant health care plans and as delegated or referred by appropriate health or community services professionals or services

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply understanding of the social psychology of leisure
2. Identify ways in which leisure activities may contribute to well being

PERFORMANCE CRITERIA

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

- 1.1 Analyse concepts of motivation and freedom as the psychological foundations of leisure
- 1.2 Identify key aspects of leisure behaviour over the lifespan
- 1.3 Analyse leisure as a psychological state and experience
- 1.4 Describe the psychological benefits of leisure
- 2.1 Identify key aspects of health, illness and well being
- 2.2 Identify factors that may contribute to an individual's health and well being and satisfaction in life, at different stages of lifespan development
- 2.3 Analyse ways in which leisure may be related to happiness and well being at different stages of lifespan development
- 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Identify leisure and health strategies to assist in pain management | 3.1 Develop and apply knowledge of a range of people's individual 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 |
| 4. Develop plans to <i>facilitate socially acceptable behaviour</i> in a leisure and health context | 4.1 Contribute effectively to development and implementation of a team approach to behaviour management |
| | 4.2 Identify a range of triggers that may lead to socially unacceptable behaviour in a range of circumstances relevant to provision of leisure and health activities |
| | 4.3 Outline ways of preventing and managing anger and conflict in the context of providing a leisure and health program |
| | 4.4 Identify and evaluate the potential effectiveness of a range of behaviour management strategies and approaches in the context of providing leisure and health activities |

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:

- 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
 - well being related to stages of lifespan development
 - the relationship between happiness and well being
 - ways that leisure programs can be used to enhance well being and contentment
 - using the environment to enhance well being
- Aspects of the nature and experience of pain, including:
 - the nature of pain
 - clinical, acute, and chronic pain
 - measuring pain
- Aspects of pain management, including:
 - pharmacological control
 - surgical control
 - hypnosis
 - relaxation techniques
 - acupuncture
 - distraction
- Ways leisure and health activity programs can be used to manage pain

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of the social psychology of leisure to optimise clients' enjoyment of leisure and health programs
- Develop strategies for enhancing client well being, happiness and life satisfaction through leisure activities and programs
- Identify ways in which aspects of a leisure and health program may be appropriate for assisting in pain management
- Develop and implement positive, supportive plans and a range of strategies for facilitating socially acceptable behaviour
- Evaluate and review contributions of leisure and health program to behaviour management plans

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.

Facilitate socially acceptable behaviour may refer to:

- Benefits of using a team approach for clients and staff
- Contributing to developing a unified approach within a supportive culture
- Identifying client needs and issues in relation to facilitating acceptable behaviour
- Identifying triggers for socially unacceptable behaviour
- Preventing and managing anger and conflict
- Developing a set of leisure and health parameters related to individual client's needs
- Duty of care issues
- Contributing to setting up a management plan from a leisure and health program perspective
- Contributing to evaluation of behaviour management strategies
- Identifying different approaches to behaviour management

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

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 may be assessed through a range of assessment activities that include workplace tasks
- Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
- Resources required include access to relevant workplace or simulated setting

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCSD512C

Act as a resource to workers

Descriptor

This unit describes the knowledge and skills required to act as a resource to workers

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Communicate about the child

PERFORMANCE CRITERIA

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

- 1.1 Gather *information* appropriately about the child's needs, interests and abilities
- 1.2 Limit information conveyed to what is required for the worker to provide relevant care
- 1.3 Answer questions or refer to relevant person
- 1.4 Discuss issues about the child's care and reach appropriate decision
- 1.5 Convey information clearly
- 1.6 Clearly communicate major issues/requirements related to the child's care
- 1.7 Maintain confidentiality appropriately and according to procedures agreed to with parent/s
- 1.8 Ensure communications occur at a time and place that the child does not overhear

2. Communicate about the child's family circumstances

- 2.1 Provide relevant information about the family's circumstances to enable appropriate care to be provided
- 2.2 Provide relevant information on cultural and child rearing practices to enable appropriate care to be provided
- 2.3 Discuss any *concerns of the worker* with them and decide a course of action
- 2.4 Discuss issues of confidentiality about family information and decide procedures

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. Terms in italics are elaborated in the Range Statement.
3. Promote appropriate care practices	<ul style="list-style-type: none">3.1 Ensure suggestions provided are achievable3.2 <i>Provide information</i> about care practices so as to extend the worker's ideas3.3 Demonstrate relevant care practices3.4 Explain care practices and discuss with workers3.5 Contrast appropriate and inappropriate care practices3.6 Suggest relevant equipment and resources
4. Promote understanding of the child and family circumstances	<ul style="list-style-type: none">4.1 Explain reasons for a child's behaviour4.2 Explain child's viewpoint in order to develop the worker's empathy4.3 Outline and discuss theoretical perspective's that are relevant to the situation
5. Follow up <i>issues</i>	<ul style="list-style-type: none">5.1 Gather additional information and convey to the worker when necessary5.2 Convey worker's concerns, issues and viewpoints to the relevant person/body5.3 Communicate issues that require development of policy or training to relevant person/s5.4 Follow up issues that require referral to other services with all those involved
6. Provide support to workers	<ul style="list-style-type: none">6.1 Develop confidence of workers6.2 Listen to workers' concerns and reactions about caring for children and working with families6.3 Acknowledge workers' skills when demonstrated and give positive feedback6.4 Respond to workers feelings with empathic communication6.5 Select an appropriate time and place according to the issue
7. Communicate with workers in ways that are relevant to them	<ul style="list-style-type: none">7.1 Use style of communication acceptable to the person7.2 Target suggestions and information to worker's priorities and concerns7.3 Explain and interpret information received from other sources to develop understanding of it

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:

- Policies and procedures of the service
- Philosophy of the service in sufficient detail to understand and promote practices and policies of the service
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Lead workers by discussing the needs of particular children, developing strategies for addressing those needs and providing support as appropriate

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:

- Use communication skills such as:
 - listening
 - conveying information clearly
 - discussing an issue from a variety of viewpoints
 - negotiating an agreement
- Demonstrate application of skills in:
 - assertiveness
 - analysing information
 - time management
 - prioritising tasks
 - cross cultural communication

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.

Information about a child may be gathered by:

- Contacting other services
- Collating records and reports with parent's written permission
- Consulting parents

Concerns of the worker may include:

- Extra time involved
- Impact on other children in the service
- Whether the worker is capable of dealing with situations that may arise

Provide information to promote appropriate care practices may be provided by:

- Conversation
- Newsletters
- Audiovisual e.g. Video
- Notice boards
- Books
- Resource books/folders
- Demonstration and example
- Training

Issues that may require follow up are:

- Bi lingual support
- Use of home language

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 must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations

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
- Resources required for assessment of this unit involve access to a range of opportunities defined in the Range of Variables, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCSD611C

Facilitate the inclusion of children with additional needs

Descriptor

This unit describes the knowledge and skills required by resource workers or those with a leadership role within children's services

The focus is on developing the capacity of workers in the service to respond to the needs of all children, including those with additional needs

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Facilitate the development of a plan of inclusion

2. Coordinate the implementation of the plan

PERFORMANCE CRITERIA

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

- 1.1 *Assess child's needs for additional care* with worker, parents and others
 - 1.2 Identify with workers, *service's current capacity to provide required care*
 - 1.3 Design, implement and review *a plan to develop the capacity of the service*
 - 1.4 Identify with workers, *additional resources* and support required and included in the plan
 - 1.5 Outline *plan of inclusion* and plan with all staff working with the child
 - 1.6 Ensure plan includes strategies for ongoing review
-
- 2.1 Locate relevant materials and equipment and provide within budget parameters
 - 2.2 Gather and/or provide information
 - 2.3 Advocate with other services to gain their participation and support
 - 2.4 Identify outcomes for child and review progress in relation to plan's objectives with all involved
 - 2.5 Review plan according to timeframe decided on

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 3. Provide support to workers | 3.1 <i>Provide support in order to demonstrate specific care and management strategies</i> |
| | 3.2 Ensure support is particularly targeted when the child enters the service |
| | 3.3 Give information about particular children and clearly describe and explain their needs |
| | 3.4 Encourage others to adopt inclusive attitudes and practices |
| | 3.5 Prepare workers to implement the plan, in conjunction with the service |
| | 3.6 Develop workers' understanding of a shared care approach by explanation, and describing examples |
| 4. Develop the confidence of child care workers in caring for children with additional needs | 4.1 Respond to <i>concerns of workers</i> and negotiate problems |
| | 4.2 Acknowledge improvement in skills by providing positive feedback |

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:

- A range of resources that may be utilised - equipment, personnel with specific expertise, specialist services, information resources, toy libraries
- The range of services provided by child care organisations in the local community - their philosophy, program objectives, style of organisation
- Social justice and access and equity principles
- The central role of the family in planning inclusion of the child
- Impact on families of a child with a disability e.g. Challenges, stress, cultural beliefs and understandings
- Impact of migration on children and families
- The importance for the child of their culture and language being respected by workers in children's services
- Confidentiality principles and complex issues
- Organisation standards, policies and procedures

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop the capacity of workers to respond to the needs of all children including those with additional needs, within a philosophical framework of children's services delivery

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:

- High level of communication skills:
 - listening
 - questioning
 - suggesting ideas
 - providing information
 - giving positive feedback
 - giving negative feedback if required
- Demonstrate application of skills in:
 - assessment of child's needs
 - facilitating discussions
 - planning
 - evaluation
 - advocacy and self advocacy principles
 - workplace training
 - cross cultural communication

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.

Assess child's need for additional care may be based on information may be gathered from:

- The child
- Parents
- Services used previously
- Health professionals involved

The service's current capacity to provide required care may be limited by:

- Staff or care providers with the necessary skills, knowledge and confidence
- Venue that has necessary access and characteristics
- Availability of special equipment and resources

A plan to develop the capacity of the service may include:

- Training program provided
- Subs worker, casual ethnic worker or other resource worker to work with service
- Information materials provided
- Input from school staff or special needs staff

Plan of inclusion may involve:

- Spending time with parent
- Parent participation at centre
- Coordination of various services working with child/family

The plan may be developed through:

- Liaison with each party
- Convening and facilitating meetings

Additional resources may include:

- Resource materials for programming
- Staffing
- Equipment
- Specialised transport services
- Training

Provide support in order to demonstrate specific care and management strategies may include:

- Training programs
- Demonstrations

Concerns of workers may involve:

- Safety issues
- Impact on other children
- Concerns about their own level of experience and skills

RANGE STATEMENT

The degree of support provided will depend on:

- Current skills and confidence of care givers
- Child's level of ability
- Request from service and amount of input they wish to use
- Availability, other demands on the support service

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 must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

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
- Resources required for assessment of this unit involve access to a range of opportunities defined in the Range of Variables, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCSW401A

Work effectively with forced migrants

Descriptor

This unit describes the knowledge and skills required to work with and for refugees within an ethical, social, political and economic context

Employability Skills

This unit contains Employability Skills

Application

The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to forced migrants, who are defined as 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

Work may include the development, monitoring and provision of support and services in a range of areas including but not limited settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop a professional rapport with people who are *forced migrants*

PERFORMANCE CRITERIA

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

- 1.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards
- 1.2 Communicate with clients in a manner that builds trust as a basis for establishing a trusting and respectful relationship
- 1.3 Consider *cultural sensitivities* in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients
- 1.5 Recognise the communication needs of clients who are newly arrived, traumatised and confused
- 1.6 Identify where an interpreter is needed and work to ensure that *appropriate interpreter services* are accessed
- 1.7 Work effectively with interpreters where required
- 1.8 Define and manage boundaries appropriately in the relationship
- 1.9 Take appropriate measures to resolve conflict and interpersonal differences

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 2. Work within the context of the settlement services sector | 2.1 Apply an understanding of the <i>role and scope of settlement services</i> |
| | 2.2 Ensure that work reflects the current and historical context of the sector |
| | 2.3 Apply a knowledge of the <i>current issues</i> which may impact on own work or organisation |
| | 2.4 Develop a basic knowledge of <i>different frameworks</i> that underpin work within the sector |
| | 2.5 Ensure work reflects consideration of the social, political and economic context in which the sector operates |
| | 2.6 Identify relevant stakeholders and their particular roles and responsibilities |
| | 2.7 Collect and use the views of key stakeholders and representatives from relevant target groups when collecting information about the sector |
| | 2.8. Maintain access to relevant, up-to-date information about policy, services and programs |
| | 2.9 Develop and maintain links with workers with complementary roles in the provision of settlement services |
| 3. Address issues associated people who are forced migrants | 3.1 Evaluate <i>issues</i> in relation to person's culture, family background and interest and modify approach appropriately |
| | 3.2 Take into account the culture, religion, class, gender and experiences of the person in all actions and decisions |
| | 3.3 Recognise trauma and refer to <i>appropriate personnel or services</i> |
| | 3.4 Support clients to deal with loss and grief |
| | 3.5 Support clients to deal with discrimination from both the mainstream community and from other ethnic groups |
| | 3.6 Work with client to identify <i>potential solutions</i> to complex issues raised |

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 4. Demonstrate commitment to the central philosophies of the settlement sector | 4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector in all work undertaken |
| | 4.2 Demonstrate a commitment to access and equity principles in all work in the sector |
| | 4.3 Encourage client participation in all aspects of service planning and support activities where appropriate |
| | 4.4 Identify personal values and attitudes regarding forced migrants and take these into account when planning and implementing all work activities |
| 5. Understand the process of acquisition of life skills | 5.1 Demonstrate an understanding of the role of settlement plans and how they are developed |
| | 5.2. Demonstrate an understanding of the principles of teaching life skills to clients from diverse backgrounds in a respectful and effective way. |

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 and understanding of migration including:
 - what migration is and what forms it takes
 - causes and impacts of forced migration
 - 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 and their experience and the impact of this on their settlement needs
- Knowledge and understanding of settlement issues including:
 - what is settlement: current theories, phases, indicators etc
 - settlement needs (practical and emotional) of new entrants
 - services available to new entrants and how these services can be accessed
 - what a settlement plan is
 - government service principles – as a sound underpinning for work in the sector
- Understanding of refugee experience including recognising effects of torture and trauma in order to make appropriate referral
- 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, for example according to either their ethnicity or their current circumstances
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities and the importance of teamwork in the provision of settlement services
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Strategies to maintain personal well being
- Professional boundaries

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Provide services within established timeframes
- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse backgrounds and cultures
- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete relevant government and other documentation and forms
- Communicate sensitively with clients to establish needs
- Develop, deliver and monitor the delivery of a settlement plan
- Teach life skills in a way that:
 - is respectful assessment of prior knowledge and abilities
 - creates an environment where people are able to admit they don't know
 - creates a safe space in which people can try new things
 - prioritises the teaching of new skills
 - supports people who have no conceptual constructs to which new learning can be attached
 - builds clients' confidence and independence
 - assesses clients' acquired competencies
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Refer appropriately
- Provide effective advocacy
- Problem solve in the context of finding solutions to complex issues
- Work effectively with interpreters

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.

Forced migrants include 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

Cultural sensitivities may include:

- Recognition of the impact of forced migration on the person and the family
- Recognition of the impact of one's own ethnicity, gender, class and religion will have on the client

Appropriate interpreter services may include:

- Those that are sensitive to the client's ethnicity, gender and religion
- Those that ensure that the client is able to understand the dialect spoken by the interpreter

The role and scope of settlement services may include:

- Supporting migrants, in particular forced migrants, to adjust to their new life in Australia
- Ensuring forced migrants are linked to relevant supports and services
- Assisting forced migrants to understand the range of services available for them in Australia and the importance of utilising these services
- Empowering forced migrants to advocate appropriately for themselves
- Assisting forced migrants to feel secure and to regain their dignity and a sense of control over their lives
- Assisting forced migrants to make appropriate links to others within their community and in the general community
- Facilitating community development in forced migrant communities

RANGE STATEMENT

- Current issues may include:*
- Current issues in relation to international protection
 - Resettlement trends
 - Size and composition of Australia's migration program
 - Government settlement policy
 - The settlement service delivery framework
 - Community and social attitudes to migrants and refugees
- Different frameworks may include:*
- Case management
 - Empowerment
 - Social action
 - Client-centred
 - Strengths-based
 - Rights based
 - Community development
- Appropriate personnel or services may include:*
- Specialist counselling services
 - Torture and trauma services
 - Financial planners
 - Translators and interpreters
 - English teachers
 - Accommodation workers
 - Specialist workers within own organisation
- Client needs and issues may include:*
- Initial orientation
 - Settlement advice
 - Access to secure and affordable accommodation
 - Linkages with appropriate services (including income support, health care, education, employment etc)
 - Financial planning support
 - Family support
 - Torture and trauma counselling
 - Language support and training
 - Educational and professional advice
 - Linkages with appropriate services (including income support, health care, education, employment etc) that address their specific needs

RANGE STATEMENT

- Potential solutions may include:*
- Basic settlement milestones met
 - Family members engaged in meaningful activity
 - Family functioning as cohesive unit
 - Entrants linked to their own community
 - Entrants acting as their own advocates

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
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

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
- Resources required for assessment include:
 - access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment

- Assessment may include observation, questioning and evidence gathered from the workplace environment

CHCSW402A

Undertake bicultural work with forced migrants in Australia

Descriptor

This unit describes the knowledge and skills required by settlement workers from diverse cultural backgrounds to work with forced migrants within an Australian context

Employability Skills

This unit contains Employability Skills

Application

The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to recently arrived migrants and refugees

Work may include the provision of 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop an understanding of work within the Australian context

PERFORMANCE CRITERIA

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

- 1.1 Recognise *frameworks and legislation relevant to working within the Australian context*
- 1.2 Identify *Australian cultural protocols*
- 1.3 Identify and describe *Australian management processes and workplace behaviours*
- 1.4 Identify and analyse differences between Australian processes and own cultural process
- 1.5 Identify differences in relation to working as a person from a culturally diverse background within mainstream Australia society
- 1.6 Adjust approaches in light of new information and protocols
- 1.7 Identify own role and responsibilities and confirm in accordance with organisation procedures

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. Terms in italics are elaborated in the Range Statement.
2. Operate within the workplace	2.1 Identify organisation goals and priorities 2.2 Prioritise competing demands to achieve organisation's goals and objectives 2.3 Identify and use professional networks to build and develop relationships, maintain own skills base and knowledge and provide identifiable benefits for the organisation and its clients 2.4 Identify professional development opportunities to improve own skills and knowledge and confirm in accordance with organisation procedures 2.5 Identify factors affecting the achievement of work objectives, establish contingencies and incorporate into work plans
3. Recognise and deal with trauma and <i>vicarious traumatisation</i>	3.1 Recognise vicarious traumatisation in self 3.2 Access <i>support services</i> to assist in dealing with own vicarious traumatisation 3.3 Recognise vicarious traumatisation in others and develop strategies to respond to this 3.4 Identify the overt and covert signs of trauma in clients and the support framework available for such clients 3.5 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral while continuing to work with the client
4. Understand and manage boundaries	4.1 Explore the concept of professional boundaries 4.2 Explore the competing demands of worker and community member 4.3 Identify strategies to help manage boundaries
5. Recognise the impact of ethnicity, class, gender and religion on settlement work	5.1 Explore how worker's own ethnicity, class, gender and religion may impact their work with clients 5.2 Identify strategies to manage this in the workplace

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:

- Organisation and government structures in Australia
- Legislative frameworks
- The impact of forced migration on the family and the impact of changed roles within the family
- The importance of identity – the worker’s own identity and the identity of their clients
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Tools, equipment and other resources utilised in the learning process
- Strategies for worker to maintain their own well being and to support well being of colleagues and clients
- Knowledge of life skills development

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse backgrounds and cultures
- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete government and other documentation and forms
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Manage competing demands
- Refer appropriately
- Demonstrate and apply knowledge of learning and development in order to assess, determine, implement, monitor and evaluate the skills development of a person

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.

Frameworks and legislation relevant to working within the Australian context include:

- Access and equity
- Privacy and confidentiality
- Occupational health and safety (OHS)
- Antidiscrimination laws
- Mandatory reporting
- Gender equality
- Respectful behaviour in the workplace

Australian cultural protocols may include:

- Respectful behaviour to everyone, irrespective of their gender, age, ethnicity, religion or position within the organisation
- Appropriate dress standards for the workplace
- Types of acceptable interaction in the workplace
- Punctuality

Australian management processes and workplace behaviours may include:

- Having women, including younger women, in a supervisory role
- Completing time sheets
- Completing record forms
- Attending meetings and training
- Dealing with conflict or grievances in the workplace
- Effective advocacy

Vicarious traumatisation:

- Occurs when there is transference of the client's trauma to the worker
- Is more likely when the worker shares some of the experiences of the client
- Results in the worker experiencing (or re-experiencing) signs of traumatisation

Support services may include:

- Counselling services
- Torture and trauma services
- Financial planners
- Translators and interpreters
- English teachers
- Accommodation workers
- Specialist workers within own organisation

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
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

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
- Resources required for assessment include:
 - access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment

- Assessment may include observation, questioning and evidence gathered from the workplace environment

CHCTC301B

Deliver a service consistent with the organisation's mission and values

Descriptor

This unit describes the framework and skills required to deliver a telephone counselling service within the organisation's defined approach

Employability Skills

This unit contains Employability Skills

Application

This unit of competency is applied in the context of providing telephone counselling services

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Operate within the mission and values of the organisation

2. Provide high quality counselling and support to clients

PERFORMANCE CRITERIA

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

- 1.1 Identify and put in place strategies to heighten awareness and *management of own values* to ensure they contribute constructively, rather than impact negatively on the counselling role
- 1.2 Demonstrate self awareness relevant to the counselling role and be open to training or supervisory feedback to assist in development of therapeutic practice, self awareness and skills
- 1.3 Use *appropriate language* and interpersonal techniques to convey a non-judgemental approach to the caller
- 2.1 Undertake all work in accordance with code of practice, goals and philosophy of the organisation
- 2.2 Actively participate in the organisation's *assessment, supervision and professional development framework*
- 2.3 Engage in *feedback processes* designed to assure the quality and focus of counselling
- 2.4 Apply a client-centred counselling approach to telephone counselling, adopting crisis management strategies where appropriate
- 2.5 Interact with clients over the phone in a *manner* consistent with organisation practices

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:

- Ethos, policies and procedures of the organisation
- Scope of telephone counselling role
- Debriefing processes and their importance
- Counselling styles to be applied
- The principle of unconditional positive regard
- How values, attitudes and beliefs impact on counselling processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate willingness to work within philosophy, policies and procedures of the organisation to address client callers needs

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:

- Identify and implement appropriate interventions required in a timely way
- Respect the client's worldview rather than imposing one's own
- Recognise when higher levels of care are needed and make referrals where appropriate
- Demonstrate application of skills in active listening

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.

General context of work:

- Work is performed under limited supervision, generally in a team environment
- Work will be assessed in accordance with enterprise requirements, occupational health and safety (OHS) legislation and professional standards
- Competence must be demonstrated in working largely independently and being accountable for own results including:
 - course participation and simulated exercises.
 - working effectively under pressure during crisis situations
 - maintaining the quality of services to callers
 - acting as a positive role model to other telephone counsellors
 - a commitment to active participation in the organisations training framework

The appropriateness of self disclosure will be:

- Determined by its capacity to impact positively on the therapeutic process

Assessment, supervision and professional development framework includes:

- Orientation training
- Peer group supervision
- Feedback on practice (e.g. call sheets)
- Individual supervision
- Ongoing training
- Seeking training outside the agency
- Seeking external professional development opportunities
- Debriefing

Feedback processes would be expected to include:

- Call sheets
- Group supervision
- Individual supervision

Appropriate language and counselling approaches would feature:

- Inclusiveness
- Respect for cultural, linguistic and individual differences
- Non-judgemental responses
- Recognition of client diversity
- Respectful language

RANGE STATEMENT

Manner will include:

- Tone of voice and use of minimal encouragers

Management of own values includes:

- Developing self-awareness through participation in feedback activities
- Responses to supervised reflection
- Consciously putting own values to one side
- Observing through reflection the impact of verbal and non-verbal responses in others and in self

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
- Assessment will occur on the job

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
- A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources

Method of assessment:

- Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments

Related units:

This unit should be assessed in conjunction with related unit:

- CHCTC302A Provide client-centred telephone counselling

CHCTC302A

Provide client-centred telephone counselling

Descriptor

This unit describes the part of the suite of skills and attributes required to provide a telephone counselling service within the context of a client-centred approach

Employability Skills

This unit contains Employability Skills

Application

This unit of competency is applied in the context of providing telephone counselling services

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply the organisation's telephone counselling processes

2. Display qualities that help to develop an effective, safe and trusting relationship with the caller

3. Apply skills which assist the counselling process

PERFORMANCE CRITERIA

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

1.1 Consistently apply stages of a counselling session
1.2 Develop and implement appropriate measures for counsellor care, supervision and support
1.3 Apply strategies that are consistent with *defined models* of counselling

2.1 Display a client-centred approach to counselling calls
2.2 Display empathy in order to build a strong connection with the caller
2.3 Display congruence in order to promote a strong and trusting environment within which the caller feels able to discuss their concerns and pain
2.4 Display unconditional positive regard to enable the caller to talk freely without fear of judgement

3.1 Consistently use *active listening skills* and brief encouragers to establish rapport with clients, and identify their issues
3.2 Show respectful, empathic understanding to clarify the nature and depth of client feelings
3.3 Develop an *empowering* counselling relationship which helps clients 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 community help
3.5 Sensitively manage a timely end to the call, facilitating transitions to ongoing self care and community support

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Address personal factors likely to impact on the counselling

PERFORMANCE CRITERIA

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

- 4.1 Identify, affirm and encourage personal attributes and attitudes likely to facilitate the counselling process
- 4.2 Identify and contain personal issues or attitudes likely to impact negatively on the call
- 4.3 Identify and discuss personal reactions to strong caller emotions or impactful client situations
- 4.4 Identify and implement constructive strategies for dealing with these *strong emotions* and impactful situations
- 4.5 Develop a *range of self care strategies* for responding to impactful client presentations or situations

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:

- Ethos, policies and procedures of the organisation
- Scope of telephone counselling role
- Debriefing processes and their importance
- Counselling styles to be applied
- The principle of unconditional positive regard
- How values, attitudes and beliefs impact on counselling processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate willingness to work within philosophy, policies and procedures of the organisation to address client callers needs

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:

- Identify and implement appropriate interventions required in a timely way
- Respect the client's worldview rather than imposing one's own
- Recognise when higher levels of care are needed and make referrals where appropriate
- Demonstrate application of skills in active listening
- Use relevant workplace technology safely and effectively in line with occupational health and safety (OHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with OHS guidelines

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.

General context of work:

- Work is often performed under limited supervision, generally within a team environment
- Work will be assessed in accordance with enterprise requirements, OHS legislation, and professional standards
- Competence must be demonstrated in working largely independently and being accountable for own results including:
 - working effectively under the pressure of crisis situations
 - maintaining the quality of services to callers
 - managing own responses and appropriate self care

Active listening skills include:

- Appropriate brief encouragers which help the caller relate their story and concerns
- Reflection of feelings /thoughts, behaviours and experience (content)
- Hearing the caller's concerns
- Paraphrasing (reflection of content)
- Using open and closed questions to expand or clarify understanding
- Understanding the caller's context
- Recognising when higher levels of care may be indicated
- Summarising and closure
- Open and closed questions
- Balancing the frequency of questions

Strong emotions include:

- Grief
- Anger
- Confusion
- Sadness
- Frustration
- Suicidal despair

RANGE STATEMENT

- Empowering processes include:*
- Active listening
 - Identifying and affirming caller strengths and opportunities
 - Reframing, summary and closure
 - Helping contain overwhelming feelings to facilitate coping
 - Using questions and concreteness to focus the caller on identifying immediate needs and concerns
 - Setting realistic achievable goals for the call
 - Brainstorming consequences
 - Exploring options
 - Facilitating informed client choices
 - Identify achievable tasks to be addressed after the call

- Range of self care strategies include:*
- Debriefing and defusing
 - Self monitoring
 - Recognition and processing of counsellors' call-related experiences
 - Reflection on practice
 - Knowing when and how to ask for back-up support
 - Constructive feedback about counselling practice

- Strategies to deal with client issues and emotions include:*
- Managing tone, pitch and pace of voice
 - Externalise client emotions
 - Awareness of personal vulnerabilities which may be triggered during a call
 - Containment skills
 - Supervision
 - Debriefing

- Counselling approach incorporates client-centred perspectives
This is primarily demonstrated through counsellor values:*
- Unconditional positive regard for the client
 - Non-judgemental approach
 - Genuineness of the counsellor

- Defined models from which elements may be applied during counselling may include:*
- A variety of perspectives, such as:
 - Rogers
 - Egan
 - narrative
 - solution focused

RANGE STATEMENT

- Counselling techniques include:*
- Use of counselling journey/story approach
 - Establish rapport, /explore issues, focus, identify underlying problems, assessment, develop options for action, closure

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
- Assessment will occur on the job

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
- A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources

Method of assessment:

- Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments

Related units:

This unit should be assessed in conjunction with related unit:

- CHCTC301B Deliver a service consistent with the organisation's mission and values

CHCTC403A

Provide telephone counselling in crisis situations

Descriptor

This unit describes the knowledge and skills required by telephone counsellors in those calls where they are required to apply crisis management skills

It includes frameworks for crisis containment, risk management, appropriate consultation and referral

Employability Skills

This unit contains Employability Skills

Application

This unit of competency is applied in the context of providing telephone counselling services

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify when to apply *crisis* intervention

2. Apply crisis intervention strategies

PERFORMANCE CRITERIA

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

1.1 Be alert to the need for a crisis assessment and response by evidence of one or more of the following in the client:

- disabling levels of distress
- difficulty performing daily tasks
- difficulty fulfilling usual roles and responsibilities
- possible threats to life or safety

1.2 Apply checklists to determine client response as appropriate

2.1 Establish rapport and an active working relationship

2.2 Affirm help-seeking and instil realistic hope for managing the current crisis

2.3 Focus on how past or current problems are affecting present feelings, thoughts and behaviours

2.4 Balance the exploration and containment of powerful feelings and disabling thoughts

2.5 Balance adoption of a collaborative and directive helping stance according to the client's current capacity for decision-making and coping

2.6 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours

2.7 Identify and decide on short-term coping steps

2.8 Provide options for links to further help, actively facilitating these where necessary

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. **Apply risk assessment strategies and implement risk management**

PERFORMANCE CRITERIA

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

- 3.1 **Demonstrate vigilance about potential threats to life or safety in managing every crisis situation**
- 3.2 **Practise direct inquiry about thoughts of self-harm or harming others when there are slightest grounds for concern**
- 3.3 **Practise direct enquiry about possible exposure to harm from others when there are slightest grounds for concern**
- 3.4 **Employ risk assessment and risk management strategies whenever needed**
- 3.5 **Actively facilitate emergency interventions where assessed to be necessary to protect life or safety**

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:

- Principles and practice of crisis intervention, including relevant ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Principles and practices of suicide intervention – particularly the tasks of suicide risk assessment and risk management associated with suicide first aid
- Procedures for facilitating referrals and emergency interventions
- The specific requirements of crisis intervention and how they relate to and complement general telephone counselling
- Knowledge of personal attitudes, beliefs and values and how these might facilitate or impede effective crisis interventions
- General awareness of how mental health issues may impact on crisis intervention
- Principles of self care and support-seeking relevant to involvement in crisis intervention work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate appropriate use of self and accessing appropriate support in providing counselling service in times of crisis so duty of care and safety of client is assured

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:
 - competent counselling skills
 - effective general crisis intervention skills
 - suicide risk recognition, assessment, and management (suicide first aid)
 - consulting appropriately
 - facilitating links with higher levels of care
 - self-monitoring and self care
 - seeking and integrating supervisory support
- Use relevant workplace technology safely and effectively in line with occupational health and safety (OHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with OHS guidelines

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.

- A crisis is any situation where:*
- Internal distress over impactful events, painful transitions or problems in living has escalated to the point where it is disabling a person's ability to cope and function
 - The person in crisis may be at risk of self-injury or suicide and may sometimes pose a threat to others
 - The focus of crisis intervention is constructive management of the immediate situation
 - Its primary goals are to promote safety, reduce distress and restore functioning rather than deal with underlying issues or explore long-term strategies for addressing them
 - Crisis intervention always involves vigilance about potential threats to life and safety and development of a safety plan to address any imminent danger assessed to be present
 - Crisis intervention complements other strategies adopted by the caregiver or counsellor and focuses on stabilising the current situation and providing a bridge to further help
 - Once the immediate crisis has been addressed, other strategies designed to provide counselling, treatment care or support can be commenced or resumed
- General context of work:*
- Counsellors have received training in the principles and practice of crisis intervention, including risk management and suicide first aid
 - Work is performed in a setting where ongoing supervision is provided within a team environment
 - Supervision on 24-hour call may be accessed during a call should counsellors require it and must be accessed in certain mandated situations such as a potential suicide in progress
 - Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role
 - Enterprise requirements and OHS legislation shall be observed

RANGE STATEMENT

Working independently must include:

- Counsellors must demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship noted above
- They shall be accountable for their own professional conduct and practice including:
 - carrying out assigned tasks
 - working effectively under the pressure of crisis situations
 - maintaining the quality of services to the organisations callers

Internal referral systems may include:

- Training
- Organisations referral database and folders
- Supervisory and on call network
- Support personnel
- Literature – including books and brochures

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
- Assessment must occur in the workplace or similar environment conducive to professional work

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
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
 - provide initial and ongoing training
 - ensure baseline knowledge and skills following basic training
 - observe implementation of these competencies in actual counselling situations and simulated role plays
 - facilitate learning through reflection on practice and integration of supervisory feedback

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.

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
 - group exercises
 - written (e.g. journal) and verbal responses to questioning
 - simulated exercises
 - observation of practice on telephone shifts
 - response to and integration of supervisory feedback

Co-requisites

This unit must be assessed in conjunction with related units:

- CHCTC301B Deliver a service consistent with the organisation's mission and values
- CHCTC302A Provide client-centred telephone counselling

CHCTC404A

Provide competent suicide intervention in a telephone counselling context

Descriptor

This unit describes foundation knowledge and skills required to provide suicide intervention in the context of a telephone counselling service to persons potentially at risk, those concerned about someone at risk and people dealing with the aftermath of a suicide

The focus is on competencies that enable the telephone counsellor to identify and manage immediate suicide risk in the context of a supportive counselling relationship that seeks to work collaboratively with the caller to achieve safe outcomes

Safe outcomes in this context include 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 resources able to offer further assessment and care

The needs and safety of the caller are the primary focus in any suicide call

However, interventions also need to consider and address the safety of those offering help and potential risk to others in the situation

Employability Skills

This unit contains Employability Skills

Application

The unit addresses opportunities for suicide intervention available to the telephone counsellor that recognise the potential and limits of the telephone medium and feature its role in linking callers with further resources

Telephone counsellors will be persons with training appropriate to their role who apply learning as employees or community volunteers

Competence in basic helping skills and crisis intervention is foundational preparation for this unit

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. *Identify and assess a caller's current suicide risk*

PERFORMANCE CRITERIA

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

- 1.1 Recognise and respond to signs (such as statements, reactions, thoughts, feelings or disclosed behaviours) indicating that a caller may be considering or affected by suicide
- 1.2 Attend to any hunches while listening to a caller, perhaps from indirect communications that suggest they may be considering suicide
- 1.3 Ask directly about suicide whenever there are grounds for concern

If suicide thoughts are present:

- 1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to guide and facilitate the intervention
- 1.5 Assess current suicide risk guided by *risk assessment* considerations outlined in the Range Statement and by whether there is an imminent threat to the caller's safety or the safety of others

ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Apply telephone counselling skills to reduce immediate risk of suicide and increase caller safety

PERFORMANCE CRITERIA

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

- 2.1 Build a collaborative, empathic working relationship with the caller that acknowledges how thoughts of suicide and painful feelings behind them may affect their safety
- 2.2 Listen to what lies behind thoughts of suicide, while affirming and strengthening the links to safety and living implicit in search for help that prompted the call
- 2.3 Work with the caller to develop and implement a safety plan that builds on an assessment of suicide risk and reduces the immediate danger of self-harm or suicide
- 2.4 Facilitate access to emergency medical help in any call where it is assessed to be needed to address an imminent threat to the caller's life or safety (such as a potential suicide in progress)
- 2.5 Remain mindful of and address, as much as possible over the phone, potential risk to the safety of others involved in the situation
- 2.6 Be aware of situations where police may need to be involved to address the safety of the caller or others and act accordingly
- 2.7 Seek and act on feedback from the workplace supervisor and other internal performance review processes to ensure counselling is lawful, complies with good suicide intervention practice, and organisation policies consistent with that practice, ethical processes and duty of care obligations
- 2.8 Observe occupational health and safety (OHS) obligations in relation to managing oneself

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Facilitate and strengthen the caller's links to further care

PERFORMANCE CRITERIA

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

Having worked with the caller to take any steps needed to address immediate safety:

- 3.1 Acknowledge how the decision to seek and respond to help in this call has provided foundations for further care
- 3.2 Provide information to enhance the caller's awareness of the nature and *range of available resources* and how to access them
- 3.3 Explore the caller's openness toward available help and where possible address barriers to further help-seeking
- 3.4 Develop with the caller an agreed plan and first steps for accessing and utilising informal supports and professional help that deal with their suicidality and factors associated with it
- 3.5 Encourage further use of telephone counselling support and other services when needed

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Provide suicide intervention support that resources the caller beyond the immediate suicidal crisis

PERFORMANCE CRITERIA

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

- When or if it is assessed that there is no imminent risk that needs to be immediately addressed:
- 4.1 Identify those aspects of the caller's distress and concern related to their suicidal thoughts that most need attention now
 - 4.2 Help the caller identify coping strategies (both internal and external) which prepare them to manage any recurrence of suicidal thoughts in future, highlighting steps they could take to increase their safety and get help
 - 4.3 Determine whether underlying mental health concerns or personal circumstances (such as depression, substance misuse, significant losses or trauma) are present and require further help
 - 4.4 Provide counselling support to any caller concerned about someone at risk of suicide by exploring and determining the basis of concern and the potential role they may play in increasing that person's safety
 - 4.5 Provide counselling support to any caller impacted by someone else's suicide to ensure the nature of their concerns is explored, threat of risk to caller is evaluated and access to further help is facilitated
 - 4.6 Comply with laws, *ethical guidelines and policy requirements that affect duty of care*
 - 4.7 Document the suicide risk assessment and safety plan, including any follow up steps taken and the rationale behind them

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:

- Awareness that suicide risk may potentially feature in any call
- Knowledge of common indicators or signs of potential suicide risk
- Principles and practices of suicide intervention – particularly the tasks of suicide risk assessment, risk management, development of safety plans and facilitation of access to ongoing support
- Principles and practice of crisis intervention, including relevant laws, ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Procedures for facilitating referrals and emergency interventions
- Awareness of personal attitudes, beliefs and values and how these might facilitate or impede suicide intervention
- Examination of common notions about suicide in the light of available evidence
- General awareness of how mental health issues may impact on crisis intervention and suicidal crises
- Principles of self care and support-seeking relevant to involvement in crisis and suicide intervention work

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
 - carrying out assigned tasks
 - working effectively under the pressure of crisis situations
 - maintaining the quality of services to the organisation's callers
 - strengthening links to life-sustaining options and supports for calls featuring suicide
 - demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward life-affirming outcomes
- Identify calls which may feature suicide risk or bereavement

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 competent telephone counselling skills in:
 - engaging callers in an empathic, respectful, collaborative helping relationship
 - implementing effective crisis intervention principles and practices
 - providing competent suicide intervention over the phone including:
 - . recognition
 - . assessment
 - . safe management of immediate suicide risk
 - . facilitating links to further emergency help or ongoing care as needed
 - facilitating links with higher levels of care including emergency services where necessary
 - practising self-monitoring and self care
 - seeking and integrating supervisory support
 - maintaining documentation as required, including effective use of relevant information technology in line with OHS guidelines

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.

General context of the suicide intervention work:

- Telephone counselling will normally be provided in the context of a 24-hour telephone counselling service within the framework of the organisation's guidelines and competency requirements that reflect good suicide intervention practice
- Telephone counsellors will have received training in generalist telephone counselling skills and in the principles and practices of crisis intervention
- Supervision on 24-hour call may be accessed during a call when needed and must be consulted in certain mandated situations such as a potential suicide in progress
- Other professional community resources such as Poisons Information Service, Ambulance or Police should be accessed as needed
- Intervention builds on the caller's desire for help and links to living, evident in making the call, despite the ambivalence about living and dying that is often present

Identify and assess a caller's current suicide risk involves:

- Vigilance about the potential for suicide risk in any caller
- Recognising the wide range of warning signs that invite help and prompt enquiry about suicide
- Asking directly about thoughts of suicide where there are any grounds for concern

RANGE STATEMENT

Risk assessment involves:

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
 - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts, such as:
 - . a desire to escape pain that feels unbearable
 - . a sense of hopelessness
 - . current difficulty seeing alternatives to suicide
 - . feeling alone
 - immediate risk is increased when a person has begun acting on their suicide thoughts or is preparing to do so and/or has expressed suicidal intent – for example:
 - . possible suicide in progress
 - . presence of a suicide plan
 - . available means
 - risk can be exacerbated if the caller is under the influence of excessive alcohol or other drug use
 - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems should be carefully assessed

A wide variety of contextual or personal considerations help inform assessments and may include such things as:

- significant loss
 - trauma
 - the impact of another person's suicide
 - a pattern of extreme agitation, anger/violent behaviour
- Identifying sources of safety and support within the caller (such as coping skills and beliefs) and around them (such as friends, family and community services)
 - Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing caller safety

RANGE STATEMENT

Safety outcomes include:

- Recognising that:
 - vigilance about safety with all suicide related thoughts or behaviours is essential, even though the caller may have been influenced by a wide range of motives in considering or engaging in deliberate self-harm
 - risks to life and safety can often be greater than callers recognise or intend, so safe outcomes are a primary focus, regardless of stated caller intentions, especially given the limited contextual information available in a telephone counselling intervention
- Implementing suicide safety plans that should be tailored to the caller, but typically include:
 - affirm and build on the desire for help and safety implicit in the call
 - work with the caller to identify and act on clear cooperative steps for reducing immediate risk of suicide or any self-harm during and immediately after the call
 - focus specifically on factors, plans and behaviours, including unsafe use of alcohol and other drugs, that endanger the caller at this particular time and seek to engage them cooperatively in steps that safely manage and reduce that risk
 - enable prompt, timely action that increases support, mobilises access to emergency medical help when needed and reduces the likelihood that the person will act on their suicidal thoughts
 - seek to create a calm environment that promotes safety for the person at risk and others involved in the situation
 - access support and follow up advice from the organisation's supervisor/coordinator that reflects lawful good suicide intervention practice and follows crisis management and emergency procedures

The range of available resources include:

- Informal support
- Professional help
- Future use of telephone counselling service

A productive connection between the caller and counsellor that accompanies risk assessment and safety management can strengthen hope and motivation to commit to the safety plan and engage further with helping resources

RANGE STATEMENT

- Appropriate counselling support to people with thoughts of suicide will include:*
- The following general practices as a context for risk assessment and safety management:
 - developing an empathic, collaborative counselling relationship
 - recognising that the presence of any thoughts of suicide elevate risk and require plans to increase safety
 - understanding how these thoughts are linked to particular events or experiences – particularly involving loss, a suicide death or trauma – and the person’s reaction to them
 - hearing feelings often found behind these thoughts such as pain, and the desire to escape it
 - listening for perceptions such as the caller’s current difficulties in seeing alternatives to suicide
 - conducting careful assessment and management of suicide risk
 - developing and implementing a safety plan based on this assessment that includes safely reducing access to suicide methods and generally minimising the harm of any suicidal acts already in progress (e.g. mobilising an emergency medical response)
 - addressing problems in living and strengthening supportive life links and relationships once immediate safety has been addressed
- Appropriate counselling support to people concerned about someone at risk include:*
- The above set of actions and deciding on:
 - the role the caller might have in reaching out to the person at risk and
 - who else may need to be involved
- Appropriate counselling support to people impacted by someone’s suicide includes:*
- Determining the nature of the caller’s relationship to the person who died by suicide
 - Exploring and responding to the pain and impact of the loss in feelings such as sadness, anger, guilt or remorse
 - Asking the caller what aspects of the death or the loss they most need to focus on now and attend to these concerns
 - Assessing for suicide risk in the caller
 - Exploring internal coping strengths and external supports likely to provide support

RANGE STATEMENT

Internal referral systems may include:

- Training
- The organisation's referral database and files
- Supervisory and on call network
- Support personnel
- Protocols for supervisory consultation during a suicide call and accessing emergency services when necessary
- Literature – including books and brochures

Ethical guidelines and policy requirements that affect duty of care include:

- Awareness of appropriate standards of care in suicide intervention
- Observance of any relevant laws
- Compliance with the organisation's ethical code, policies and procedures related to delivery of the telephone counselling service
- Policies about disclosure and confidentiality, including any limits that may apply in suicide intervention
- Responsiveness to caller requests
- Meeting the organisation's training standards
- Seeking assistance and providing referrals
- Participation in supervisory activities and professional development and training

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
- Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role
- Assessment must occur in the workplace or similar environment conducive to professional work over a number of occasions

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
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
 - provide initial and ongoing training
 - ensure baseline knowledge and skills following basic training
 - observe implementation of these competencies in actual counselling situations and simulated role plays
 - facilitate learning through reflection on practice and integration of supervisory feedback

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.

Method of assessment:

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
 - group exercises
 - written (e.g. journal) and verbal responses to questioning
 - simulated exercises
 - observation of practice on telephone shifts
 - response to and integration of supervisory feedback

CHCVOL201A

Be an effective volunteer

Descriptor

This unit describes the understanding, knowledge and skills required to be a volunteer

Employability Skills

This unit contains Employability Skills

Application

This unit may be applied in the orientation process for volunteers to an organisation

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop understanding of the volunteering sector

PERFORMANCE CRITERIA

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

1.1 Develop understanding of the definition and *principles of volunteering*

1.2 Explain the scope of the volunteering sector

1.3 Develop understanding of what motivates people to volunteer their time and expertise

1.4 Develop understanding of the *diversity* and difference of clients/customers

1.5 Develop understanding of the importance of diversity and difference in volunteer work teams

2. Apply the rights and responsibilities of the organisation and the *volunteer*

2.1 Identify the rights and responsibilities of the *organisation* and apply to work

2.2 Identify the rights and responsibilities of the volunteer and apply to work

2.3 Discuss relevant policies and procedures and apply to work

2.4 Explain the organisation structure, lines of communication and authority and boundaries of work roles

3. Work as a volunteer

3.1 Demonstrate ability to manage one's own time and organise one's own work role

3.2 Apply understanding of the basic principles required for working effectively in a team

3.3 Apply basic understanding of the communication networks and processes and relationships between paid and unpaid staff in relation to volunteer work

3.4 Apply basic understanding of support structures available and how and when to access these

3.5 Work within relevant *legislation/policies and procedures*

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:

- Understanding of own work role and responsibilities
- Volunteering as a choice and as being based on reciprocity
- How personal values and attitudes may impact on work as a volunteer
- Job role and accountability
- The need for relevant background checks to be undertaken by the organisation
- The need for undertaking relevant/mandatory training
- Organisation expectations of volunteers
- Valuing self as a volunteer
- Personal motivations for volunteering
- Personal expectations to be gained from volunteer work
- Understanding of the volunteering sector including the nature of volunteer work and the importance of volunteer work to the community
- Understanding of organisation information including: various roles, rights and responsibilities and organisation processes policies and procedures
- Understanding of relevant legislative and procedural requirements, including requirements relating to mandatory notification where relevant

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor
- Adhere to own work role and responsibilities
- Comply with a range of relevant legislative and procedural requirements
- Demonstrate the application of interpersonal relationships of organisation social, ethical and operational standards and use of appropriate interpersonal styles and techniques
- Communicate in a clear and concise manner in both written and verbal modes
- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Respond to routine problems related to the workplace, working under supervision - appropriate to the job role
- Request advice, assistance, clarification and/or further information
- Seek and receive feedback
- Adhere to policies and procedures
- Work as part of a team with paid and unpaid staff
- Use information technology appropriate to specific tasks
- Follow instructions/directions
- Maintain confidentiality
- Relate to people in a way which appropriately acknowledges diversity
- Organise and manage one's own time
- Demonstrate safe and effective use of workplace technology in line with occupational health and safety (OHS) guidelines

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.

Principles of volunteering may include:

- Philosophy of volunteering
- Definition and principles of volunteering
- Awareness of:
 - Volunteer Australia's national standards for involving volunteers in not-for-profit organisations
 - National Agenda on Volunteering: Beyond the International Year of Volunteers
 - Australasian Association for Volunteer Administrators (AAVA)
- Volunteer infrastructure includes peak bodies at state/national level, resource and referral centres, websites and National Volunteer Skills Centre

Diversity may relate to differences and may include:

- Languages
- Educational background
- Experience
- Skills and knowledge
- Gender
- Race or cultural origin
- Physical capability
- Age
- Socioeconomic status
- Religious affiliation
- Marital status
- Sexual orientation
- Personality styles
- Learning styles
- Working styles
- Motivations for volunteering
- Expectations of volunteer work
- People new to volunteering

RANGE STATEMENT

Organisation may include:

- Mission and vision statement
- Strategic and business plans (particularly relating to the volunteer program)
- Structure of the organisation including lines of communication, roles, responsibilities and authority
- Aim of volunteer involvement in the organisation
- Rights and corresponding responsibilities of the organisation to volunteers
- Rights and corresponding responsibilities of volunteers to the organisation
- Expectations of volunteers by the organisation
- Expectations of the organisation/volunteer work by volunteers

Legislation/policies and procedures may relate to:

- Policies and procedures including:
 - OHS
 - equal opportunity, harassment and discrimination
 - privacy – personal, organisation and client
 - confidentiality – personal, organisation and client
 - insurance – coverage
 - risk management
 - out of pocket expenses/reimbursement of expenses
 - grievance and disciplinary
 - relationship/difference between paid and unpaid staff
 - use of motor vehicles
 - duty of care
 - orientation, education and training for volunteers
 - employment and recruitment procedures of volunteers
 - minimum/maximum time commitments of volunteer staff
 - pre-employment reference audits/checks (i.e. police etc)
 - volunteer involvement, appropriate roles and position descriptions
 - orientation program for volunteers
 - recognition of volunteer contribution to the organisation
 - support structures/mechanisms for volunteers

Volunteers may include:

- Unpaid workers who are in paid employment elsewhere – part-time or full-time
- Unpaid workers who are not in paid employment

RANGE STATEMENT

*Appropriate persons volunteers
may relate to:*

- Supervisors
- Paid and unpaid colleagues
- Trainer
- Clients/customers
- General public

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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
- Resources required for assessment include access to:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

CHCYJ401A

Work in the youth justice environment

Descriptor

This unit describes the knowledge and skills required to work effectively in youth justice service settings to meet established work requirements

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop knowledge of youth justice work

2. Perform work following legal, ethical and organisation requirements

PERFORMANCE CRITERIA

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

- 1.1 Develop knowledge of *different youth justice work contexts* and how the inter-relationships between these sectors affects own work
- 1.2 Develop knowledge of *current youth justice issues* which impact on own work area and *different models of work*
- 1.4 Research and identify types of young people's offending behaviour
- 1.3 Identify the relationship between *factors which influence young people's offending behaviour* and evidence of effective practice in working with young offenders
- 2.1 Demonstrate consideration and understanding of ethical practices in youth justice work
- 2.2 Identify relevant organisation *policies and procedures* relating to standards and *legislative requirements* of own work role and clarify any uncertainties with appropriate personnel
- 2.3 Comply with relevant standards of practice applying to work undertaken
- 2.4 Recognise boundaries and limitations of work role and refer matters to *relevant personnel* as required
- 2.5 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority
- 2.6 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

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. Terms in italics are elaborated in the Range Statement.

3. Maintain professional work standards

- 3.1 Contribute to identifying and implementing improved work practices
- 3.2 Reflect understanding and focus on achieving organisation goals and objectives in all work undertaken
- 3.4 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements
- 3.5 Promote the value of young people as individuals in their own right
- 3.6 Model positive behaviour to young people and recognise the power differentials in the worker client relationship

4. Work effectively in youth justice services

- 4.1 Implement work practices that supports the rights of young people in the justice system
- 4.2 Promote and protect the inclusivity and diversity of young people in the justice systems
- 4.3 Maintain awareness of current issues influencing the provision of youth justice services, including *issues for Aboriginal and/or Torres Strait Islander young people*
- 4.4 Maintain confidentiality in work practices
- 4.5 Assess *risks* and take appropriate actions according to organisation policy and any legislation requirements
- 4.6 Record information as required of job role and according to organisation practice standards
- 4.7 Explain clearly worker role and responsibility to the young person

5. Take responsibility for own skill development

- 5.1 Seek and positively receive, feedback from supervisor on own standard of own work practices
- 5.2 Plan with the supervisor ways to improve areas of work practices
- 5.3 Take part in actions to implement the skills development plan
- 5.4 Reflect regularly on own work performance

ELEMENT

Elements define the essential outcomes of a unit of competency.

6. Communicate effectively in a youth justice environment

PERFORMANCE CRITERIA

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

- 6.1 *Communicate with young people* in a way that is appropriate to age, culture, ability or disability, development and language requirements
- 6.2 Encourage open exchanges of information between worker and young person
- 6.3 Minimise any constraints to communication with young people and colleagues
- 6.4 Use communication that is free from discrimination and oppression
- 6.5 Follow organisation procedures for accessing, collecting and recording written communications about young people
- 6.6 Ensure communication with colleagues models respect and diversity

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria

These include knowledge of:

- Youth justice system and relevant legislation in work jurisdiction
- Effects on young people in the youth justice system
- United Nations Convention on the Rights of the Child
- Principles of good practice in the youth justice work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role
- Types of approaches and models within the youth justices system
- Factors which may influence or contribute to offending behaviour
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes in the youth justice setting
- Types of information to access to support functions of job role
- 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
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Diverse values and beliefs which individuals may hold and how to respond accordingly
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Importance of challenging own perceptions and attitudes in relation to work performance and decision-making
- Own work role and from whom assistance and advice should be sought
- Impact of broader social and economic environment on young people

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an understanding of the legislation requirements of the job
- Apply work practices that respect the rights of the young person and others
- Reflect upon own practices and seek feedback from supervisors and colleagues on own work performance
- Locate and apply relevant policies and procedures of the youth justice workplace
- Maintain professional boundaries in all youth justice work
- Identify and apply ethical practices to work with young people
- Incorporate theoretical understandings of adolescent development and offending behaviour into work 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:

- Raise awareness in others of the needs and rights of young people
- Communicate effectively with young people in a range of situations
- Identify the factors which contribute to offending behaviour
- Undertake risk analysis of immediate work environment
- Promote anti-discriminatory practices
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the work environment as required by the youth justice organisation

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.

Different youth justice work contexts may include:

- Community setting
- Custodial/secure settings

Current youth justice issues may include:

- Risk identification
- Over representation of specific groups in custody
- Recidivist offending
- Security risks
- Increased presentations of young offenders with complex issues

Different models of work may include:

- Restorative justice
- Punitive justice

Factors which influence young people's offending behaviour may include:

- Risk taking behaviours associated with adolescent development
- Deprivation/neglect
- Experience and exposure to violence, discrimination, criminal activity, oppression, abuse or other traumatic events
- Vulnerability and reliance on illegal activity for survival
- Capacity and opportunity to participate in community, education and recreational activity
- Factors related to mental health, alcohol and other drugs (AOD) issues for the individual and/or family
- Accommodation, employment and income
- Physical health

Policies and procedures may include:

- Any policies and procedures that have affect upon the work undertaken
- Confidentiality
- Collecting, recording and storing information
- Access and equity policy
- Security and risk assessment
- Operations policies

RANGE STATEMENT

- Legislative requirements may include:*
- Specific legislations which relates to the work being undertaken – both the context and the individual – and the impact of this on the work
 - Youth justice
 - Child protection
 - Privacy
 - Anti-discrimination
 - Occupational health and safety (OHS)
- Relevant personnel may include:*
- Supervisors
 - Colleagues
- Issues requiring mandatory notification may include:*
- Abuse and neglect
 - Notifiable diseases
- Issues for Aboriginal and/or Torres Strait Islander young people:*
- Deprivation and isolation from family and community contact
 - Over representation in custody
 - Self-harm issues
 - Cultural ‘shock’ in custodial setting
 - Advocacy issues within the justice system
 - Socioeconomics
 - Education and language barriers
- Risks may include:*
- Physical security
 - Personal safety
 - Safety of young person or others
 - Property
 - Breaches of orders
- Communicate with young people may include:*
- Verbal
 - Non-verbal
 - Written
 - Electronic
 - Assistive communication (disability)

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCYJ402A

Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Descriptor

This unit describes the knowledge and skills required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Engage with Aboriginal and/or Torres Strait Islander young people and their families

PERFORMANCE CRITERIA

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

- 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 particular needs
- 1.4 Discuss with the young person and family *specific cultural and community characteristics* and/or expectations that may assist with supporting the young person
- 1.3 Use a variety of sources to obtain information about the cultural needs of the young person
- 1.4 Provide opportunities for the young person and their family to obtain further information

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 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 <i>communication strategies</i> to be used with diverse groups and individuals |
| | 2.3 Provide interpreter and/or translator services for families where this will assist communication |
| | 2.5 Identify <i>issues requiring mandatory notification</i> and report to supervisor and/or an appropriate authority |
| | 2.6 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 <i>practical assistance</i> needed to maintain contact with young person |
| | 3.2 <i>Access resources</i> to support family contact with young person in custody |
| | 3.3 Determine any <i>potential barriers to communication</i> for young people and their families and support the maintenance of communication |
| | 3.4 Recognise the importance of whole of community in supporting and caring for Aboriginal and/or Torres Strait Islander young people |
| | 3.5 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 |

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria

These include knowledge of:

- Youth justice system and relevant legislation as applies to work jurisdiction
- Effects on young Aboriginal and/or Torres Strait Islander people in the youth justice system
- Contemporary issues of Aboriginal and/or Torres Strait Islander people in custody
- Principles of good practice in the youth justice work with diverse client groups
- Codes of ethics, legislation and organisation policy and procedures for liaison and communication of families of young people in custody
- Sources of information and protocols to obtain specific cultural and community information
- Types of approaches and models within the youth justices system
- Factors which may influence or contribute to offending behaviour
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes in the youth justice setting
- 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
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Diverse values and beliefs which individuals may hold and how to respond accordingly
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others

continued ...

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge (contd):

- Importance of challenging own perceptions and attitudes in relation to work performance and decision-making
- Own work role and from whom assistance and advice should be sought
- Impact of broader social and economic environment on young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an understanding of the legislation requirements of the job
- Apply work practices that respect the rights of the young person and cultural protocols
- Reflect upon own practices and seek feedback from supervisors and colleagues on own work performance
- Sensitively and respectfully communicate with Aboriginal and/or Torres Strait Islander people
- Implement culturally respectful practices
- Locate and apply relevant policies and procedures of the youth justice workplace
- Incorporate theoretical understandings of adolescent development and offending behaviour into work 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:

- Raise awareness in others of the cultural needs and rights of young people
- Communicate effectively with young people in a range of situations
- Risk analysis of immediate work environment and young person's status
- Promote anti-discriminatory practices
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the work environment as required by the youth justice organisation
- Liaise with family and community members to ensure relationship maintenance whilst the young person is in custodial environment

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.

Communication strategies may include:

- Use of interpreters
- Use of translators
- Accessing communication protocols
- Liaison with Elders
- Verbal/non-verbal
- Printed and photo language
- Audio or video conferencing
- Respectful use of body language and proximity
- Identification and respect for roles of gender, age and community status in communication

Issues affecting young Aboriginal and/or Torres Strait Islander people in the youth justice system may include:

- Risk of self-harm
- Cultural oppression
- Isolation from community, family, spiritual and well being supports
- Over representation in custody
- Recidivist offending
- Geographical and economic barriers for family visitation and contact
- Alcohol and other drug issues
- Social and emotional well being
- Health risks
- Increased presentations of young offenders with complex issues

Specific cultural and community characteristics may include:

- Respect and participation in ‘sorry business’
- Community expectations and understandings of culturally appropriate restorative justice processes
- Social and emotional well being of individual and young person
- Historical impacts of stolen generation and institutionalisation – ‘black deaths in custody’
- Trust/ respect issues and fear of institutional racism
- Concept and impact of ‘shame’ in Aboriginal and/or Torres Strait Islander culture and communities
- Issues of grief and loss

RANGE STATEMENT

Sources of information may include:

- Community elders
- Kinship networks
- Birth parents
- Others in the community as appropriate
- Serviced providers with which the young person has a history
- Teachers
- Siblings

Cultural protocols may include those relating to:

- Access and sharing information
- Attendance at community ceremonies and events
- Communication timeframes
- Reintegration into the community and family

Issues requiring mandatory notification may include:

- Abuse and neglect
- Notifiable diseases
- Risk of self-harm

Practical assistance may include:

- Financial
- Transportation and accommodation for visits
- Telecommunication supports
- Assistance with social and emotional well being
- Legal representation
- Interpreter
- Providing and explaining information

Access resources may include:

- Aboriginal and/or Torres Strait Islander legal aid
- Housing services
- Advocacy services
- Interpreter services
- Community justice services
- Aboriginal and/or Torres Strait Islander health service
- Other justice services internal to the organisation

Potential barriers to communication may include:

- Perceived and real power imbalances
- Language differences
- Literacy levels
- Discriminatory processes and actions

RANGE STATEMENT

Issues affecting Aboriginal and/or Torres Strait Islander young people:

- Deprivation and isolation from family and community contact
- Over representation in custody
- Self-harm issues
- Cultural ‘shock’ in custodial setting
- Advocacy issues within the justice system
- Socioeconomics
- Education and language barriers

Risks may include:

- Physical security
- Personal safety
- Safety of young person or others
- Property
- Breaches of orders
- Self-harm

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCYJ403A

Prepare young people for reintegration

Descriptor

This unit describes the knowledge and skills required to work effectively with young offenders to prepare them for reintegration into community

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify appropriate activities to prepare for reintegration

PERFORMANCE CRITERIA

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

- 1.1 Research and identify available *activities* to help prepare young people for reintegration
- 1.2 Assist the young person to identify their own *needs* to prepare for reintegration
- 1.3 Provide a range of activities for preparing for reintegration and assist the young person to choose the most appropriate activity where necessary
- 1.4 Refer the young person to *specialist support* needs when these cannot be met internally
- 1.5 Confirm that preparation activities do not compromise security, safety, needs and rights of the young person, worker, organisation or community
- 1.6 Identify in consultation with young person and supervisor realistic objectives of preparation activities

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

2. Implement preparation activities

- 2.1 Explain and confirm young person understand the limitations, and requirements of the activity and any consequences for breaches
- 2.2 Confirm with the young person and others involved in the activities the *objectives and outcomes* and standards of behaviour expected
- 2.3 Identify any breaches of the activity requirements and take action in line with organisation *policies and procedures*
- 2.4 Comply with occupational health and safety (OHS) requirements in activities that occur outside the custodial setting
- 2.5 Evaluate against the activity objectives and expected outcomes, in consultation with key personnel, the effectiveness of the activity
- 2.6 Liaise with external organisations to promote and develop further activities that support young person's preparation for reintegration

3. Support the young person preparing for reintegration

- 3.1 Provide resources, information, 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

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria

These include knowledge of:

- Youth justice system and relevant legislation to be applied in reintegration activities according to work jurisdiction
- Effects of the youth justice system on young people in custody
- United Nations Convention on the Rights of the Child
- Principles of good practice in the youth justice work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role and preparation for reintegration activities
- Factors which may influence or contribute to successful preparation for reintegration
- Range of needs the young person may have to reintegrate
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes applying to the activities occurring internal and external to the custodial environment
- Rights and responsibilities of young people and their families/carers in youth justice system
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Own work role and from whom assistance and advice should be sought
- Promotion and development strategies for reintegration activities

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess young person's needs to prepare to reintegrate back into the community
- Implement activities to support the preparation of community reintegration
- Implement activities without compromising security
- Monitor and support the compliance of behaviour in activities outside the custodial environment
- Support individuals to enable them to benefit from community reintegration
- Monitor where required as part of job role, the reintegration preparation process and activities

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:

- Communicate effectively with young people to ensure understanding of participation requirements and consequences of breaches
- Monitor and evaluate activities
- Document progress and outcomes against objectives
- Liaise with other stakeholders in the development of preparation activities including young person, their families, internal and external staff
- Undertake risk analysis of internal and external activities
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the activity
- Identify young person and family needs for reintegration

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.

Activities may include:

- Periodical release
- Supervised community visitation
- Family visitation
- Engagement activities in education and employment

Needs of young person may include:

- Financial
- Accommodation
- Employment
- Education
- Health
- Transport
- Counselling

Specialist support may include:

- Community based youth support services
- Accommodation services
- Medical specialists
- Education and employment services
- Community members
- Elders

Objectives and outcomes may include:

- Personal development
- Life skills
- Independence
- Social integration
- Family integration
- Education
- Employment
- Accommodation

Policies and procedures may include:

- Any policies and procedures that have affect upon the work undertaken
- Confidentiality
- Collecting, recording and storing information
- Access and equity policy
- Security and risk assessment
- Operations policies

RANGE STATEMENT

Relevant legislation may include:

- Specific legislations which relates to the work being undertaken – both the context and the individual – and the impact of this on the work
- Youth justice
- Child protection
- Privacy
- Anti-discrimination
- OHS

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCYJ501A

Develop and support youth justice team

Descriptor

This unit describes the knowledge and skills required to encourage, develop and support positive teamwork in youth justice service settings

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Establish and maintain effective relationships with colleagues

2. Maintain confidential and respectful communications with colleagues

PERFORMANCE CRITERIA

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

- 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 Identify 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
- 2.1 Use communication equipment according 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
 - 2.6 Identify, record and report any issues which breach organisation standards of practice

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Assist with the development of the team | 3.1 Discuss with team responsibilities with all team members |
| | 3.2 Collect and use team feedback to improve the 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 |

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria

These include knowledge of:

- Importance of effective team work practices
- Team dynamics and relationships
- Practices that support team work
- Barriers to team work in youth justice settings
- Principles of anti-discriminatory practices in a team environment
- Management strategies for negotiating tasks within the team
- Strategies for making constructive suggestions in a team
- Conflict resolution strategies
- Participating as part of a team operating in a highly stressful environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively colleagues, managers, and other agency staff
- Provide support to colleagues as needed
- Implement anti-discrimination practices
- Manage conflict between self others constructively

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:

- Recognise and support ways the in which the team could develop its work
- Encourage feedback from others about work practices
- Monitor team dynamics
- Communicate effectively to ensure clarification of meaning
- Respect the diversity of work teams
- Support colleagues experiencing the impacts of working in youth justice environments

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.

Colleagues may include:

- Other staff
- Supervisors and managers
- People from other services

Support may include:

- Assisting with the completion of a range of tasks
- Intervening in situations of risk where appropriate
- Providing constructive feedback
- Offering suggestions and information for the management of particular situations or circumstances
- Identifying and naming conflicts of interests, boundary violations with the colleague concerned
- Mediating on conflict issues within the team
- Provide information and guidance

Communicate with colleagues includes:

- Direct verbal and written communication
- Non-verbal

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCYJ502A

Respond to needs of youth justice clients

Descriptor

This unit describes the knowledge and skills required to respond to a range of presenting complex needs of youth justice clients

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Assist the young person to identify and assess issues that affect their health and well being

2. Assist the young person to select options for addressing health and well being issues

PERFORMANCE CRITERIA

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

- 1.1 *Communicate* with the young person in an open and conducive manner to exchange views about particular concerns
 - 1.2 Encourage the young person to talk about their *particular health and well being issues*
 - 1.3 Consult with the young person about factors that impact on their health and well being
 - 1.4 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues
 - 1.5 Encourage young people explore options for improving health and well being
 - 1.6 Provide information to assist the young person to select *options* that can be implemented to address health and well being issues
- 2.1 Support the young person to reflect upon their own concerns for their health and well being
 - 2.2 Encourage the young person to realise their potential for change
 - 2.3 Discuss with the young person *implications of choices* and clarify their understanding of the impact of those choices on other areas of their life
 - 2.4 Explain to young person risks of any choices made in relation to ongoing health and well being concerns

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 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 young people the <i>choice of methods available</i> to assist them to act upon the support/intervention |
| | 3.3 Facilitate the young person's access to their identified choice of <i>support or intervention</i> |
| | 3.4 Maintain contact to a level required to support the young person to action changes to improve health and well being |
| | 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 well being 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 well being as a result of taking action |
| | 4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality |

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria

These include knowledge of:

- Holistic concepts and approaches to adolescent health and well being
- Addictive behaviour
- Stages of change and motivational interviewing techniques
- Adolescent mental health and social and emotional well being concerns
- Contemporary approaches to alcohol and other drug treatments and change management
- Issues of illegal and legal drug use and the response of the worker to these issues in the youth justice context
- Legislation and 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 well being
- Range of support and intervention types available for young people experiencing a range of health and behavioural concerns in the youth justice environment including:
 - alcohol and/or other drug (AOD) misuse
 - mental health issues (depression and suicide)
 - disabilities
 - behavioural difficulties
- Local internal and external organisations and specialist support services
- Implications of specific health and well being concerns of young people in a secure and/or community environment
- Importance of peer support in achieving change
- Impact of culture, beliefs and preferences on individuals willingness to discuss areas of concern
- Theories of how family of origin, intergenerational and environmental health impacts contribute to health and well being of young people in the youth justice system
- Relationship between lifestyle choices, nature of adolescence 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

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Strategies for encouraging young people to discuss issues openly and honestly
- Acknowledge and respect the young person's rights to choose the appropriate supports
- Demonstrate support through verbal and non-verbal methods
- Confirm the young person's ability to understand the implications of choices made
- Strategies to encourage the young person to recognise their capacity to make changes
- Manage difficult behaviour related to health and well being concerns in accordance with operational guidelines
- Identify when to refer to specialist services
- Undertake a risk assessment of choices made by the young person

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:

- Communicate effectively with young people
- Assist the young person to review and evaluate effectiveness of supports and interventions to achieve change in health and well being
- Use strategies for engaging family members to be involved and support the young person to make changes
- Use methods to for helping the young person to maintain their commitment to change

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.

Communicate may include:

- Verbal
- Non-verbal
- Written
- Electronic
- Assistive communication (disability)

Particular health and well being issues may include but are not limited to:

- AOD use/misuse
- Mental health concerns – particularly depression and suicide and self-harm
- Behaviour as a secondary consequence of health and well being issues (e.g paranoia, tactile delusions, auditory hallucinations, erratic responses)
- Violence and aggression
- Anti social behaviour
- Risk taking
- Emotional ill health

Options may include:

- What is possible for the young person to directly influence
- What it may be possible to achieve if the young person engages with other people
- Factors which may be outside the direct control of the young person but may impinge on their choices

Implications of choices may include:

- If the choice is to not seek supports to make changes to health and well being:
- Deprivation/neglect
- Experience and exposure to violence, discrimination, criminal activity, oppression, abuse or other trauma
- Vulnerability and reliance on illegal activity for survival
- Capacity and opportunity to participate in community, education and recreational activity
- Continued detrimental effects to lifestyle related to un managed mental health, alcohol and other drugs issues for the individual and/or family
- Accommodation ,employment and income issues
- Continued health concerns

RANGE STATEMENT

Choice of methods available to support young person may include:

- Coaching and training
- Counselling and support
- Challenging behaviour
- Demonstrations and modelling
- Provision of information

Support or intervention may include:

- Structured programs for detoxification/rehabilitations
- Psychological assessment and interventions
- Counselling services
- Peer group work
- Specialist group programs
- Withdrawal and supported isolation
- Buddy and mentor systems
- Natural therapies

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCYTH301D

Work effectively with young people

Descriptor

This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop a professional rapport with young people

2. Address issues associated with the culture of young people

PERFORMANCE CRITERIA

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

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

1.3 In all work demonstrate a consistent commitment to young people

2.1 In all actions and decisions, take into account the culture of the young person

2.2 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices

2.3 Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately

2.4 Select activities and resources to promote cross cultural awareness

2.5 Establish guidelines that are relevant to the culture and background of the young person

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Recognise that youth culture is distinct

PERFORMANCE CRITERIA

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

- 3.1 In all interventions, take account of youth culture the young person identifies with
- 3.2 Select activities and interventions to fit both individual and/or group needs of particular young people
- 3.3 Assist young people to negotiate positive outcomes within a political framework
- 3.4 In all interventions, take account of their economic impact on young people
- 3.5 In all work demonstrate a commitment to addressing any economic disadvantages young people experience

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:

- Own work role within the context of the youth sector
- Organisation role within the context of the youth sector
- Interrelationship of society, culture, the family and the young person
- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Principles of access and equity
- Statutory framework in which the work takes place
- Political and economic context as listed in the Range Statement
- Current issues facing young people and existing services to address their needs and rights
- Principles and practices of community support
- Youth cultures social, political and economic frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience

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:
 - interpersonal communication with young people and other stakeholders
 - working as part of a team or as a sole worker
 - communication
 - advocacy
 - empathy

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.

Historical, social, political economic context includes:

- Statutory framework within which work takes place in the sector
- Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people
- Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them
- Political context e.g. Government policies and initiatives affecting youth work
- Economic context e.g. The current economic situation as it relates to and affects young people and the subsequent impact on client needs

Stakeholders and representatives may include:

- Young people
- Friends, peers and target groups
- Families and care givers
- Local community and community and religious organisations
- Government representatives and service providers
- Youth organisations
- Specialists/experts
- Peak bodies and networks in youth work
- Organisation management, colleagues, supervisor, team members

Different models of work in the sector may include:

- Community development and education
- Case management
- Working with families
- A client-centred approach

A commitment to access and equity may be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the organisation and individual context within which work takes place

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 of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH401A

Engage respectfully with young people

Descriptor

This unit describes the knowledge and skills required to communicate effectively with young people (aged 12–25) in work roles with a specific focus on young people

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work undertaken in work roles where the young person is the primary client

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Communicate effectively with a *diversity of young people*

2. Reflect understanding of youth cultures, sub cultures and development

PERFORMANCE CRITERIA

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

- 1.1 Listen to the young person to gain understanding of their experiences
 - 1.2 Foster communication exchanges that supports the development of trust and rapport
 - 1.3 Process information about the young persons 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
-
- 2.1 Take into account *youth culture, sub cultures and development of the young person* in all actions and decisions
 - 2.2 Evaluate issues in relation to young person's culture and modify approaches appropriately
 - 2.4 Select *activities and resources* to promote awareness, respect and value of diversity
 - 2.5 Establish guidelines that are relevant to the culture and background of the young person
 - 2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 3. <i>Work with the young person</i> as the focus | 3.1 Apply <i>youth centred practices</i> when working with young people |
| | 3.2 Respect the rights needs and responsibilities of the young person |
| | 3.3 Convey worker rights and responsibilities as necessary |
| | 3.4 Establish a professional relationship and boundary expectations with the young person |
| | 3.5 Recognise, and manage <i>power inequities in the professional relationship</i> |
| | 3.6 Apply <i>principles of ethical decision-making</i> in working with young people |

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:

- Own work role within the context of the youth sector
- Different world views and the interrelationship of society, culture, and the young person
- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Principles of access and equity
- Diversity in all forms – cultural, sexualities, abilities, socioeconomics, experiences of migrants, refugees and asylum seekers, geographical locations
- Statutory frameworks in which the work role functions
- Current issues facing young people and existing services to address their needs and rights
- Youth centred practices with focus on the young person as the primary stakeholder
- Youth cultures, social, political and economic and professional frameworks
- Principles of ethical decision-making
- The impact of judgement making skills in working with young people
- Own cultural values, cultural lens and ethnocentrism

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate interpersonal communication with diversity of young people
- Work as part of a team or as a sole worker in working with young people

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:

- Advocate for young people as the primary client
- Apply engagement skills with young people with diverse range of presenting issues and experiences
- Celebrate diversity and value uniqueness
- Appreciate and critique difference
- Establish and maintain a professional relationship with young people
- Apply principles of ethical decision-making to ethical dilemmas when the young person is the primary client

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.

Diversity of young people includes:

- Aboriginal and/or Torres Strait Islander young people
- Culturally and linguistically diverse young people
- Young people from diverse youth cultures, and sub cultures
- Young people with a disability
- Young people with diminished health status
- Diverse sexualities – heterosexual, bisexual, gay and lesbian
- Gender differences – young women, young men, transgender young people
- Cultures associated with differing socioeconomic backgrounds
- Diverse family experiences and family of origin
- Young migrants, refugees and asylum seekers
- Young people from diverse geographical locations, urban, suburban, rural, remote, regional, transient

Appropriate communication strategies and techniques

- Use communication strategies that are appropriate to the young person, including:
 - language
 - visual
 - signed
 - gestures
 - interpreters
 - location and proximity
 - relevant content
 - cultural protocols, sensitivities and awareness
 - consideration of abilities and any technical aids
 - access to hidden populations of young people via third party peers
- Effective communication techniques including:
 - active listening (reflecting and questioning)
 - normalising and summarising
 - reframing and challenging
 - language levels and styles
 - complexity of content
 - tone
 - body language
 - physical and sensory contact
 - community languages
 - adaptation to purpose

RANGE STATEMENT

Youth culture and sub cultures include:

- As defined by the groups of young people with whom worker has contact and can include:
 - shared experiences within ethnicity based groups
 - shared interest and ideologies
 - shared social practices and rituals, religion and spirituality
 - other
- Value the importance youth cultures challenge and promote change to broader community

Development of the young person may include:

- Physical development
- Psychological and emotional development
- Core themes could include:
 - identity
 - autonomy and agency
 - sexuality
 - supportive networks, friendships, family and other
 - personal and collective meaning
 - experimentation and risk taking behaviour
 - interests, different personalities and abilities

Activities and resources to promote diversity include:

- Establish welcoming and inclusive youth spaces, work environment and community settings
- Inclusive attitudes and behaviours of staff and volunteers
- Enjoyment of young people and a genuine commitment to the well being and value of young people in the community
- Not under-estimating or over-estimating young people
- Avoid stereotypes and generalisations about young people
- Challenging assumptions of existing world views e.g. hetero-sexism, racism
- Where appropriate seek to understand and challenge discriminatory behaviours and attitudes of young people and other key stakeholders
- Work creatively to celebrate diversity
- Promote positive images that represent diversity in work practices e.g. printed resources, art works, posters etc
- Inclusive organisation policies that promote cultural competence, inclusion and anti-discrimination

RANGE STATEMENT

- Youth centred practices include:*
- Commitment to the young person as primary client and all other stakeholders as secondary
 - Consideration of the young person and the ir experiences as unique
 - Always seek to engage with young people to hear and understand their perspective in all issues related to them
 - Prioritise the young person’s experiences, goals and concerns in all work practices

- Work with the young person may include:*
- Individual youth work
 - Group work with young people
 - Community work with young people
 - Community education with young people
 - Education support work

- Power inequities in the professional relationship may include:*
- Perceived or real power differentiation
 - Authoritative positioning
 - Age and physical appearance
 - Vulnerability and experiences of the young person
 - Economic disadvantage
 - Information and life skills
 - Developmental imbalances

- Principles of ethical decision-making includes:*
- Appropriate use of professional and person power
 - Recognise the impact of values and beliefs upon practice
 - Identify the organisation culture and ideology
 - Commitment and skills to be able to work within the organisation ideology, culture and belief system when making ethical decisions

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the organisation and individual context within which work takes place

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 of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH402A

Work effectively with young people in the youth work context

Descriptor

This unit describes the knowledge and skills required to work in the youth work context

The unit focuses on the historical and contemporary youth sector practice and understanding of the current status of young people

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work undertaken in all youth work roles where the young person is the primary client

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply understanding of the social, historical, economic, legal and political contexts of young people

2. Apply understanding of the context of youth work

3. Work within the core values and practice frameworks of youth work

PERFORMANCE CRITERIA

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

- 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
- 2.1 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*
- 3.1 Assess core *youth work practice values* to ensure supports and interventions are young person-centred
 - 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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 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 values |
| | 4.3 Match interventions and supports appropriate to the young persons own values |

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:

- The social, political, historical and economic context of the service response to the needs and interests of young people
- The organisation's codes of conduct or code of ethics/duty of care
- The range of specialist support services and programs available to young people
- Processes for getting advice and assistance when there are ethical or professional issues
- 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
- The impact of popular beliefs on values, attitudes and behaviour
- Current status of young people in context:
 - 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

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide effective support and/or services for young people in at least one youth work context, such as:
 - centre based work
 - drop in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - on line youth work, web based, emails, discussion rooms
 - telephone contact
- Check and analyse information for assessment of risks, special needs, significant changes and personal and social developmental levels for young people
- Provide supervision and care based on assessed risk and justifiable degree of care and concern
- Respond to risks and incidents of varying degrees of severity
- Make decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
- Use clear and reassuring communication relevant to the culture of young people

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:
 - assessment
 - referral
 - negotiation
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - critical thinking
 - political analysis
 - reflective practice

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.

Contexts of young people

- Social and cultural construct of youth
- Historical, economic, political and social contexts of young people
- Young people in the media
- Socioeconomic status of young people
- Rights needs and responsibilities of young people
- Young people as the primary client
- Stereotyping of young people

Research, analyse and apply understanding of youth policy includes:

- Statutory frameworks of youth work
- Historical and social contexts of youth work e.g. changing attitudes to young people, changing approaches to working with young people, social exclusion
- Current issues in youth policy and young people's experiences of all social policy e.g. health
- Changing contexts of young people
- Economic context – disadvantage, poverty, income, employment, government economic policy, distribution of resources and opportunities
- Political context – youth social policy
- Changing social policy contexts impacting on young people and their environment today and in the future
- A basic understanding of formal ideologies

Youth work practice may include:

- Case management
- Programmed intervention
- Classification and review
- Need and risk assessment
- Reporting and referring systems
- Protective care
- Residential care, such as in a family group home
- Individual work
- Group work
- Community work
- Community development

RANGE STATEMENT

The context of youth work may include:

- Centre based – appointment based
- Drop in centres, recreational facilities
- Housing and residential services
- Outreach and home visits, street, parks
- Schools
- On line youth work, web based, emails, discussion rooms
- Telephone

Models and frameworks of youth work may include:

- Rights based
- Empowerment
- Community Development
- Client-centred approaches
- Client self determination
- Education
- Basic understanding of the theories of youth development and youth work

Youth sector includes:

- Young people
- Youth workers
- Government services
- Non government services
- Youth sector peaks
- Funding bodies
- Relevant levels of accountability

RANGE STATEMENT

Youth work practice values may include:

- The values of:
 - youth workers
 - young people and their peers
 - key stakeholders in young people's lives
 - workplaces
 - colleagues
 - other workers and services
 - community
 - others
- Social justice, fairness, honesty and respect
- Consider the whole context
- Work with young people in partnership
- Work towards 'power with' not 'power over'
- Self agency/ young person directed practice
- Transparency and transparent boundaries
- Be non-judgemental
- Engage with diversity and difference
- Integrity, acceptance, equity and equality
- Valuing the person
- Focus on strengths and capacities
- Notice change and achievement
- Recognise the person first not just their issues
- Work collaboratively

Young person's rights include:

- Young people's rights as documented in the UN convention on the rights of the child

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the organisation and individual context within which work takes place

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 of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place

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.

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff

CHCYTH403A

Support young people to create opportunities in their lives

Descriptor

This unit describes the knowledge and skills 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

Employability Skills

This unit contains Employability Skills

Application

This unit applies to work undertaken in all youth work roles where the young person is the primary client

Work with young people maybe individual or group with a participatory approach

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Build respectful and trusting working relationships with young people

2. Work with young people to identify their needs, rights, strengths, hopes and opportunities

PERFORMANCE CRITERIA

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

- 1.1 Facilitate *safe* individual or *group processes* with young people and apply *principles of youth work practice*
- 1.2 Identify the conditions necessary for young people to change and grow
- 1.3 Actively listen to the young person's stories and experiences to clarify issues
- 1.4 Identify and explore strengths and exceptions
- 1.5 Encourage and support young people to identify relationships between their issues and social structures
- 1.6 Identify and avoid colonising practices
- 2.1 Clarify the young person's expressed, demonstrated, or felt needs and concerns
- 2.2 Explore exceptions, identify strengths and resources
- 2.3 Problem solve immediate issues or concerns
- 2.4 Work with client to create their own reframe of current circumstances
- 2.5 Work to externalise the young person's issue or problem
- 2.6 Acknowledge circumstances outside of the young person's control

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

3. Define identified goals

- 3.1 Ensure the young person has been heard and problems acknowledged before moving to future planning
- 3.2 Assist young people to explore future possibilities and ways of being
- 3.3 Use *creative methods, processes* and questions to consider and create possibilities
- 3.4 Identify *barriers* that hinder the way young people would like changes to take place
- 3.5 Establish with the young person their desired outcomes

4. Develop and implement actions plans

- 4.1 Utilise 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

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 organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- Dynamics and principles of group work
- Principles of case planning practices
- Strengths-based practices
- Knowledge of statutory requirements and application of the concept of duty of care and child protection
- Identification of personal values and their impact on performance
- Principles of effective communication
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of human behaviour and development related to young people, their personal and social development and relationships
- Principles/relevant cultural practices and customs of the community and the young people in the service

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to individual and group support/interventions with young people
- Interact with young people from different cultural backgrounds in individual and group settings
- Support vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities
- Identify personal values and their impact on performance
- Support young people according to their circumstances and the objectives of the young persons desired goals, individual needs, risks and circumstances, including education and employment

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:
 - general counselling strategies/techniques
 - negotiation and conflict management skills
 - listening and assessing information presented by young people in individual or group setting
 - group facilitation skills
 - referral and advocacy
 - case planning skills
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

Safe group work practices include:

- Empowering young people in groups
- Basic group dynamics
- Basic stages of group development
- Different types of groups
- How different people learn
- Responding to the dynamics between young people
- Situational analysis skills
- Facilitation skills
- Advocating for groups of young people
- Basic negotiation skills
- Basic conflict management skills

Principles of youth work practice include:

- Social justice, rights, access, equity and youth participation, fairness, honesty and respect
- Considering the whole context of the young person
- Working with young people in partnership
- Working towards 'power with' rather than 'power over' young people
- Self agency/young person directed practice
- Transparency and transparent boundaries
- Being non-judgemental
- Engaging with diversity and difference
- Integrity, acceptance, equity and equality
- Valuing the person
- Focusing on the strength and capacities
- Noticing change and achievement
- Recognising the person first not just the issues
- Working collaboratively

RANGE STATEMENT

Creative methods and processes may include:

- Identify the young person's relationship with hope and use processes that ensure safety and respect
- Creative use of questioning, hypothetical and 'what if' questions
- Story telling, writing, drawing, arts, music, and other forms of creative expression
- Creative visualisation, future imagining,
- Other creative processes and activities to validate young people's experiences and explore other possible perspectives for the same event, experience or story

Barriers may include, but are not limited to:

- Financial and other resource constraints
- Social
- Political
- Cultural
- Linguistic
- Age
- Societal stereotypes
- Geographical
- Situational
- Intellectual
- Self belief
- Limited opportunities
- Behaviours and attitudes of others
- Young person's behaviours and choices
- Health

Youth work interventions include:

- Individual work
- Group work
- Community development
- Brief interventions
- Problem solving
- Facilitating change

RANGE STATEMENT

Additional resources may include

- Resources in the client's natural networks
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Special support needs
- Physical, mental, social and emotional developmental programs and strategies
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Education/training/skills development
- Recreation/sporting groups
- Employment/career development

Document intervention may include:

- Record in a manner that benefits the young person, the youth workers and the organisation
- Keep records open and available to young people
- Enable young people and groups to own the records
- Enable young people or the group to write, participate in and keep records
- Maintain youth work accountability to the young person or group
- Ensure the young person or group knows about the records
- Enable the young person or groups story to emerge
- Assists good practice
- Assists, compliments and demystifies the change process

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
- Performance can be demonstrated through assessment of evidence generated from work practice

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 of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place

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.

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in workplace applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues and clients

CHCYTH404D

Support young people in crisis

Descriptor

This unit describes the knowledge and skills required to implement risk management strategies in crisis situation

Employability Skills

This unit contains Employability Skills

Pre-requisite

This unit must be assessed after successful achievement of pre-requisite unit:

- CHCYTH301D Work effectively with young people

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Implement *risk minimisation strategies*

PERFORMANCE CRITERIA

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

1.1 Establish a 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 organisation procedures

1.4 Identify appropriate sources and strategies for accessing support and act on as required

1.5 Call for further *assistance* without delay, where it is required

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 Respond to incidents to safeguard young people

2.4 Initiate appropriate post critical activities to assist young people and provide routinely

2.5 Ensure all legislative and ethical requirements are met by self and those who supervise

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:

- Role and responsibilities of self and other staff for responding to critical incidents
- Understanding of how critical incidents and risks arise both generally and in particular situations
- Issues affecting young people
- Basic counselling strategies
- Protocols of crisis intervention
- Mental health issues
- Policies/procedures

Essential skills:

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:
 - conducting interviews
 - advanced communication
 - counselling
 - predicting possible outcomes or consequences of particular actions
 - establishing and facilitating meetings
 - adequate literacy skills for record-keeping and report writing to the standards defined by the organisation
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Young people will include:

- Individual young people who are users of the services of the organisation
- Individual young people referred to the organisation
- Young people who are involuntary or voluntary users of the service of the organisation
- Young people who fall in the specific target group of the organisation

Crisis situations may include:

- Threatened suicide
- Drug overdose
- Domestic violence
- Abusive situations
- Self-harm
- Serious indictable offences homelessness
- Death
- Verbal abuse
- Mental health issues
- Depression
- Separate homelessness

Possible strategies to minimise risk may include:

- Counselling
- Restraining
- Diversion
- Segregation
- Employing communication skills
- Seeking assistance
- Seeking emergency assistance

Strategies for crisis/emergency action may include:

- Actions undertaken and managed by the young person
- Actions taken by the worker on behalf of the young person
- Joint action
- Referral to other agencies or services
- Referrals to group/peer support
- Short and long term
- Referral to supervisor/colleagues

RANGE STATEMENT

Assistance will include:

- From own organisation
- From another organisations
- Government and non-government
- Youth specific organisations
- Generic community services organisation
- Emergency services organisations

Organisation's policies and procedures will include:

- Emergencies
- Occupational health and safety (OHS)
- Referrals
- Reporting
- Recording
- Accountability
- Code of conduct
- Legislative, statutory obligations

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Competency is demonstrated in assisting young people in crisis situations for at least one type of crisis situation taking account of the organisation policies and procedures designed to maximise safety

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 of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH407D

Respond to critical situations

Descriptor

This unit describes the knowledge and skills required to maintain safety through effective response to potential or actual critical situations

Employability Skills

This unit contains Employability Skills

Application

This unit applies to staff working in specialist services and in residential work sites or in the community

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Minimise the impact of critical incidents

PERFORMANCE CRITERIA

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

1.1 Respond to *incidents* confidently, effectively, appropriately and in accordance with agreed processes

1.2 Identify the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment

1.3 Identify and provide information on potential responses to the appropriate team members for action and support

1.4 Request assistance clearly and promptly

1.5 Use protective strategies according to instructions and procedures

2. Prevent escalation of violent behaviour

2.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour minimised

2.2 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

2.3 Respond to crisis situations in a manner that promotes calm and reassurance

2.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations

2.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all

2.6 Administer first aid and other assistance as necessary

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---------------------------------|--|
| 3. Secure the safety of clients | 3.1 Anticipate potential causes of conflict and harmful behaviour and make respond appropriately, to prevent escalation |
| | 3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information |
| | 3.3 Provide information designed to promote positive decision-making based on the relationship between actions and consequences |
| | 3.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner |
| | 3.5 Select <i>response and action designed to minimise risk</i> , prevent escalation and to preserve the safety and security of all involved |
| | 3.6 In responses and emergency action, give priority to the protection of individuals from severe harm |
| | 3.7 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control |

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:

- Organisation's policies, guidelines and procedures related to monitoring the safety and welfare of young people and preventing and responding to incidents risk taking behaviour
- Team roles and responsibilities and reporting requirements
- Responsibilities of child protection reporting and duty of care
- Teamwork principles and strategies
- First aid techniques
- Principles of effective communication for counselling, risk assessment, negotiation, mediation and information management
- Organisation's reporting procedures and format
- Code of conduct
- Emergency protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures for responding to critical situations
- Demonstrate knowledge and relevance of statutory obligations and duty of care including child protection reporting
- Assess risks to client safety and welfare and selecting approved and effective responses
- Use effective communication skills and techniques under pressure
- Use protective and first aid techniques and equipment
- Demonstrate knowledge of organisation's delegations, accountability and reporting processes related to critical situations

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 effective communication skills across a range of situations relevant to the work role
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Critical situations will include actions and events:

- From others which jeopardise the safety and welfare of young people
- Which jeopardise the safety and welfare of the public
- Which jeopardise the safety and welfare of staff and colleagues
- Issues of child protection
- Criminal actions
- From themselves (including self-harm and suicidal behaviour)

Response and action designed to minimise risk may include:

- Separation/isolation/searches
- Defusing strategies
- Counselling
- Specialists/experts
- Intervention or mediation
- Special intervention
- Cultural support specialists
- Referrals
- Negotiation
- Specialist response teams

Incidents or conflict may include:

- Potential or actual causes
- Young people expressing violence towards themselves or others
- Young people experiencing violence
- Intense anger or despair

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills

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 of this unit include access to a workplace or accurately simulated environment for assessment

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.

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge testing through questioning on performance and contingency scenarios
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients and specialist support agencies

CHCYTH501A

Develop and implement procedures to enable young people to address their needs

Descriptor

This unit describes the knowledge and skills required to monitor and upgrade organisation approaches to young people with highly complex problems

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop support programs for young people

PERFORMANCE CRITERIA

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

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 appropriate procedures and put in place to minimise effects of any aggressive or abusive behaviour of clients including identifying:

- 'at risk' behaviour patterns
- a range of alternative strategies
- quick response actions
- support behaviours
- protocols of behaviour

2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|--|
| 3. Liaise with other services and organisations | 3.1 Design and implement appropriate referral systems and procedures to ensure special needs of clients can be addressed |
| | 3.2 Identify and access <i>support facilities</i> required to optimise client access to specialist services |
| | 3.3 Ensure <i>support</i> 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 and produce and provide reports in accordance with organisation procedures |

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:

- Legal and organisation policies relating to advocacy, monitoring and dealing with abuse
- Principles of empowerment and enabling processes in advocacy
- Methods of 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
- Organisations policies, guidelines, procedures
- The specific needs of identified target groups
- Youth specific consultation and engagement principles for seeking feedback on service provision
- Reflective and evaluative processes in youth work practice
- Strengths-based approaches
- Human rights declarations and convention on the rights of child

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement procedures relating to services offered by worker's organisation including support facilities, particular types of support and information and referral advice

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:
 - interpersonal communication with young people (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
 - short term counselling, negotiation, mediation
 - case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation
 - organisation and individual youth rights advocacy
 - youth participation strategies
 - program development

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.

Support facilities will include:

- Language/translations/interpreters
- Physical aids
- Transport
- Cultural advisers
- Change of venue/location
- Family/peer
- Specialists
- Case management team

Support to be provided by worker to the young person/s may be:

- Advice
- Provision of information
- A listening and affirmation role
- Short term or crisis counselling
- Mediation (family and other)
- Advocacy (legal and other)
- Practical assistance
- Referral to other agencies/services
- Availability
- Linking with others, groups, networks

Information and referral advice may include:

- Specialist agencies and organisations
- Special support groups
- Government and non-government services
- Individuals with specialist expertise
- Allowances, pensions and benefits
- Grants
- Private finance
- Equipment, physical aids

RANGE STATEMENT

- Relevant legislation will include:*
- Statutory care and protection guidelines
 - Juvenile justice regulations
 - Confidentiality
 - Age of consent
 - Anti-discrimination
 - Duty of care
 - Organisations policies and procedures
 - Professional code of conduct or ethics
 - Contractual obligations

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 should be assessed in the workplace or through direct work practice
- Demonstration of competency relating to the development and implementation of procedures should include:
 - at least four types of support (support facilities and types of support) listed in the range statement
 - at least three types of information and/or referral advice listed in the range statement

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 of this unit include access to a workplace or accurately simulated environment for assessment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH502A

Work with young people to establish support networks

Descriptor

This unit describes the knowledge and skills required by youth workers to empower young people to develop sustainable supports beyond intervention

Employability Skills

This unit contains Employability Skills

Application

This unit applies to a broad context of youth work where the young person is the primary client

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Support young people to develop and use personal resources

2. Assist young people to develop the personal skills to manage their personal relationships

PERFORMANCE CRITERIA

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

- 1.1 Listen to understand young people's stories and experiences in relation to the family, friends, and others
- 1.2 Work with young person 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 the *young person's goals* and the safety, benefits or other of those relationships
- 1.4 Assist contact between young people and *networks in the community* according to the young person's needs and interests
- 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 Where possible support young people to explore new ways of seeing relationships and situations with family and others
- 2.4 Assist young people to develop *decision-making, coping and resiliency skills* in ongoing negative situations

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Establish relationships and exchange information with family members with the young person's permission

PERFORMANCE CRITERIA

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

- 3.1 Manage your communication with the young person's family and friends / supporters, particularly confidentiality, 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 your contact with other key stakeholders as fits '*young person*' *directed practice*
- 3.4 Clarify your role with family members
- 3.5 Maintain the young person's confidentiality
- 3.6 Provide specific and general information about your values, *practice frameworks* and work processes
- 3.7 Listen without judgement to the experiences and concerns of family members
- 3.8 Gather and provide information that is relevant, timely and assists to address concerns
- 3.9 Analyse your values for their impact on your attitudes, interactions and other work practices, and to detect and avoid personalising issues, discrimination and stereotyping

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 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 <i>stakeholders</i> |
| | 4.2 Monitor behaviour and mood of clients, particularly young person |
| | 4.3 Support and validate young people'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 |
| | 4.6 Identify areas of commonality and conflict in relation to hopes and goals |
| | 4.7 Look for exceptions and possibilities |
| | 4.8 Prioritise competing agendas of key stakeholders whereby the rights and interests of young people are the primary concern |
| | 4.9 Set goals and plan action, allocate resources, implement plan, monitor and evaluate progress, celebrate achievements |
| 5. Respond to the ongoing concerns of the young person's support network within confidentiality, duty of care and requirements negotiated with the young person | 5.1 Maintain clear, ethical and honest relationships with young people and their families |
| | 5.2 Refer family problems to <i>relevant support and specialist staff and agencies</i> |
| | 5.3 Refer young people and their families to suitable specialists according to the nature and urgency of their needs |

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:

- Organisation's codes of ethics
- Rights and responsibilities of young people accessing the service
- Convention on the rights of the child
- 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 applicable to work practices where the young person is the primary client
- 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
- Processes for individual advocacy
- Strategies for engaging young people to explore relationships and relationship issues

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Check for any risk factors in the young person's presenting relationship issues or concerns
- Communicate effectively with young people to assist in the self determination of their own need for developing and assessing relationships and support networks
- Advocate for the rights of young people where issues of exploitation, disempowerment and violation of rights in relationships are present
- Facilitate purposeful discussions between parties to establish effective communications for relationship building

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:
 - assessment
 - referral
 - negotiation
 - effective use of relevant technology
 - critical thinking
 - political analysis
 - reflective practice
- Maintain non-judgemental attitude and approaches to youth work practice

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.

Young person's goals include:

- Young person's self identified goals forming part of a purposeful plan of action

Networks in the community may include:

- Peers
- Family
- Recreational
- Cultural
- Lifestyle
- Educational
- Vocational

Individual rights may include :

- Social justice
- Fairness
- Honesty
- Respect
- Participation
- Information
- Informed decision-making
- Lifestyle choice
- Safety

Supportive relationships may include those with:

- Family
- Friends
- Service providers

Decision-making, coping and resiliency skills may include:

- Accessing information
- Communication and interpersonal skills
- Accessing support networks
- Analytical skills and problem solving
- Positive and safe relationships
- Increased personal power through knowledge of individual rights and responsibilities
- Life skills
- Awareness of opportunities and lifestyle choices

RANGE STATEMENT

'Young person' directed practice involves:

- Enabling the young person to identify and determine their individual goals and needs
- Providing services and supports as directed and indicated by the young person

Practice frameworks include:

- Rights based
- Empowerment
- Community development
- Client-centred
- Client self determined

Stakeholders may include:

- Family
- Friends
- Service providers

Relevant support and specialist staff and agencies may include:

- Family support services
- Counselling
- Mediation

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of casework in which workers are expected to participate

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH503A

Undertake youth work in specific communities

Descriptor

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 other specific community settings

It includes the use of individual, group and community development processes to address issues of concern to young people in those communities

Employability Skills

This unit contains Employability Skills

Application

This unit applies to youth work in the context of diverse groups of young people and communities

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Become familiar with the culture of the specific community

2. Identify the place of young people in that community

PERFORMANCE CRITERIA

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

- 1.1 Identify the *historical, social, political, economic and environmental factors* that impact on the community
- 1.2 Get to know the members and the *culture* of the specific community
- 1.3 Identify how relationships, communication and *power structures* work within the community
- 1.4 Identify the key decision-makers and opinion makers within the community
- 1.5 Identify the key external stakeholders of the community

- 2.1 Establish and maintain networks and relationships with the *key stakeholders in the community*
- 2.2 Identify 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

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. Terms in italics are elaborated in the Range Statement.
3. Identify issues of common interest for young people and other key stakeholders in the specific community	3.1 Support young people to safely express their views 3.2 Identify areas of common concern and difference 3.3 Identify key community allies who share young people's concerns 3.4 Make referral to address individual issues within duty of care requirements 3.5 Brainstorm a range of ideas to address issues of common concern and create opportunities for young people in the community
4. Work with young people and other key stakeholders to plan, implement, evaluate and document specific interventions appropriate to the community	4.1 Reflect on <i>effective models, strategies and programs that address young people's issues</i> in community work 4.2 Deliver services safely in line with organisation policies, regulatory requirements and community protocols 4.3 Consider and respect local community values, beliefs and roles when providing services 4.4 Identify aspects of organisation's service strategies, policies, bodies and resources relevant to work in specific communities 4.5 Apply strategies and policies to address identified needs of young people in communities 4.6 Identify barriers to access and equity in relation to young people 4.7 Take available opportunities to advocate on behalf of young people within communities 4.8 Maintain confidentiality of client information 4.9 Document interventions and outcomes

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:

- Historical, social, political, economic and environmental factors that impact on community
- Community cultural characteristics in which youth work is performed
- Political and power dynamics within the community relationships and functioning
- Key stakeholders within communities
- Understanding of the role and place of young people in communities
- Duty of care requirements and application in the community context
- Community development principles
- Issues of confidentiality in community context when working with young people and other community members
- Power dynamics in community relationships and structures
- Youth centred practices with focus on the young person as the primary stakeholder
- Youth cultures, social, political and economic and professional frameworks
- Principles of ethical decision-making
- The impact of judgement making skills in youth work
- Own cultural values, cultural lens and ethnocentrism
- Different world views and the interrelationship of society, culture, and the young person
- Diversity in all forms –cultural, sexualities, abilities, socioeconomics, experiences of migrants, refugees and asylum seekers, geographical locations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain networks in communities in which youth work is performed
- Refer to appropriate services within and external to the community
- Implement community development principles and strategies to engage young people and others in community action and response
- Communicate with people from a diverse range of backgrounds
- Identify youth centred issues in a variety of community contexts
- Use a range of community engagement strategies
- Respect difference and embrace diversity of cultures
- Facilitate negotiations in conflict situations in communities where the conflict may be between young people and other community stakeholders
- Advocate for young people's participation in community issues and decision-making where appropriate

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.

Historical, social, political, economic and environmental factors may include:

- Social and cultural construct of community
- Young people in the media
- Socioeconomic status of young people and the community
- Rights needs and responsibilities of young people
- Stereotyping of young people within and external to the community

Culture includes:

- As defined by the community with whom worker has contact and can include:
 - shared experiences within ethnicity based groups
 - shared interest and ideologies
 - shared social practices and rituals, religion and spirituality
 - other

Power structures in a community may include:

- Political
- Social
- Religious
- Economic
- Collective
- Hierarchical

Key stakeholders in the community may include:

- Spiritual leaders
- Political members
- Religious members
- Individuals appointed by others in the community
- Elders
- Educators

Effective models, strategies and programs that address young peoples issues may include:

- Client self determination
- Empowerment
- Community development
- Community education
- Intervention
- Support
- Prevention

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of work in which workers are expected to participate

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

CHCYTH504A

Support young people to take collective action

Descriptor

This unit identifies the knowledge and skills needed to enable young people to participate in the decision-making that affect their lives

It describes 'power with' community development processes with young people

Employability Skills

This unit contains Employability Skills

Application

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

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work within a *community* development framework

PERFORMANCE CRITERIA

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

- 1.1 Articulate key principles, process and goals of community development practice
- 1.2 Use effective *community development* processes
- 1.3 Work effectively with diversity in the community
- 1.4 Address individual issues arising within community development work and respond within duty of care requirements
- 1.5 Work with young people in formal and informal groups

2. Encourage and support young people to develop and use networks

- 2.1 Identify and note *young people's issues*, needs or interests in community issues
- 2.2 Encourage and support young people to identify the commonality of their issues, needs and interests
- 2.3 Discuss possibilities for responding to those needs and interests
- 2.4 Provide *structured or unstructured opportunities* for young people with similar interests or needs
- 2.5 Encourage and support young people to identify relationships between their issues / interests and social structures
- 2.6 Encourage *young people* to work together to take joint action

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|--|
| 3. Support young people to come together to plan collective action | 3.1 Ensure young people have the relevant skills and knowledge to operate in a collective way, e.g. knowledge shortfalls, meeting skills, auditing skills and knowledge |
| | 3.2 Map and monitor youth participation processes, particularly decision-making and inclusion processes of groups |
| | 3.3 Support, encouragement and opportunities are provided to young people to enable them to: <ul style="list-style-type: none">- meet and work effectively together in common interest groups- promote / publicise groups to enable broader youth participation where appropriate- express and explore their views and identify issues of common concern- explore options for addressing issues and needs collectively within existing structures and in revised structures- use <i>group processes</i> to generate ideas, evaluate and select strategies for taking collective action- plan the selected strategies, including actions, resources, timelines and responsibilities required- identify the information, skills and resources that are already available and required to take action- access or provide available resources and support on an ongoing basis |
| 4. Support young people to identify and form alliances with key stakeholders | 4.1 Identify other stakeholders interested in the issue or strategy |
| | 4.2 Identify the interest, resources and possible roles of stakeholders |
| | 4.3 Support young people in contacting, informing and negotiating alliances with stakeholders |
| | 4.4 Assist young people and stakeholders are to maintain appropriate contact and information flow |
| | 4.5 Encourage young people to acknowledge key stakeholder support |

ELEMENT

Elements define the essential outcomes of a unit of competency.

5. Support young people to implement their strategies or action plans

6. Assist young people to monitor and evaluate strategies

PERFORMANCE CRITERIA

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

- 5.1 Provide relevant information as required to individuals and the group to facilitate better operation of collective networks
- 5.2 Provide individual or group support on an ongoing basis
- 5.3 Use *group processes* to monitor progress and adapt or further develop plans

- 6.1 Support groups to monitor and record progress
- 6.2 Assist groups to identify outcomes and consequences (intended or unintended) of their *actions* on an on-going basis
- 6.3 Evaluate strategies and group processes
- 6.4 Provide reports of outcomes as appropriate to stakeholders and within the organisation
- 6.5 Celebrate achievements, including personal development, skills development and social change

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:

- Issues/concerns expressed by young people in the community or engaged with the service
- Attitudes and interest of all stakeholders and the impact these may have on the outcomes of collective action projects
- Work role as it applies to supporting young people's collective action
- 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 resolutions and principles of negotiation
- Principles and theories of group work and structured and unstructured groups
- Documentation processes and evaluation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Enable youth participation
- Implement community development initiatives
- Undertake social analysis
- Actively engage young people using communication skills appropriate to specific youth context and culture

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:

- Apply skills in:
 - awareness raising with young people
 - skills building with young people
 - community change
- Measure outcomes in community development work – particularly process based outcomes

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.

Community includes:

- Geographic locations
- Communities of interest – including on line communities

Young people's issues may include:

- Income concerns
- Unemployment
- Confidence and self-esteem
- Participation
- Accommodation
- Education
- Health
- Acceptance\isolation
- Spiritual
- Rights and social justice

Structured or unstructured opportunities refer to:

- Structured – formal training courses, conferences, seminars, provision of readings, and/or audio visual media
- Unstructured – gatherings, discussions

Young people include:

- Individual young people who are users of the service of the organisation
- Individual young people referred to the organisation
- Young people who are voluntary or involuntary users of the services of the organisation
- Young people who fall in the specific target group of the organisation

Group processes may include:

- Workshop techniques
- Brainstorming
- Meetings

RANGE STATEMENT

Community development models, frameworks and practice methods include:

- Youth participation
- Empowerment
- Approaches to social change
- Community building and community capacity building
- Social capital
- Asset based community development
- Cooperatives
- Microfinance
- Social or community enterprise schemes
- Community cultural development
- Group work
- Youth participation
- Identify key decision-makers
- Enable social change
- Work with committees and local power groups
- Project management
- Social analysis
- Social change activism
- Systems advocacy
- Developing and implementing social policy relating to young people
- Social policy in government
- Popular education

RANGE STATEMENT

Community development in youth work includes:

- Youth development
- Youth participation
- Youth leadership
- Youth arts practice
- Young people and community spaces
- Youth enterprise
- Youth work at local governments
- Youth policy
- Developing community resources for young people
e.g. street outreach
- Community education with or about young people
- Education with young people e.g. health promotion,
popular education
- Peer based education and support programs
- Youth work and community projects, such as
environmental projects
- Collective action

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of work in which workers are expected to participate

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:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH505D

Support youth programs

Descriptor

This unit describes the knowledge and skills required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify the activity / *program* required

2. Prepare activity / program plan

3. Deliver activity / program

PERFORMANCE CRITERIA

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

1.1 Assess need for a particular program from relevant evidence collected

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, organisation's criteria and availability of resources

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 Include appropriate implementation and evaluation strategies in the activity/program plan

2.5 Ensure planning activities reflect accepted good practice in working with young people

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 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies

3.4 Adapt program to changing needs of participants as required

3.5 Ensure problems in program delivery are addressed promptly

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

4. Evaluate activity program

- 4.1 Define criteria to judge effectiveness of program in consultation with clients and stakeholders
- 4.2 Routinely use appropriate evaluation strategies during and after program and for revision and development
- 4.3 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders
- 4.4 Prepare and present reports as required

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:

- 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
- Relevant funding sources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with relevant stakeholders
- Work with individuals and groups
- Undertake autonomous work and team work

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:
 - research and consultation
 - coordination and management of programs
 - analysis of data, information and relationships
 - advocacy
 - provision of support to a diverse range of people/organisations
 - conflict resolution/negotiation and mediation
 - cross cultural communication and negotiation
 - literacy adequate to prepare a range of appropriate resource material
 - working with and through community leaders
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Program may include:

- Activities designed to address needs of target groups
- Activities designed to meet needs identified in research
- Strategies to implement government/funding agency policy
- Activities to extend the participation numbers in existing programs
- Strategies to address exclusion, discrimination and alienation
- Those directed at individual young people and their needs
- Those directed at the general community which affect young people
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

Programs may have the following focus:

- Education/learning/training e.g. homework support and study
- Personal development and support e.g. life skills education
- Music and performing arts e.g. youth theatres, band, video production team
- Research, planning and management e.g. Aboriginal cultural camp, scouts meeting
- Community action e.g. anti violence group
- Special interest causes e.g. young people against nuclear disarmament
- Enterprise development activities
- Employment, funding raising, small business

Activities may include:

- Discussion groups e.g. about safe sex, religious beliefs
- Sporting and recreation activities e.g. basketball at the drop in centre, pool game, disco, bush excursion
-
- Structured and unstructured social activities e.g. party, shopping, visit to the cinema

RANGE STATEMENT

Programs are planned and implemented for the purpose of:

- Providing immediate support
- Promoting young people's participation and personal development
- Enabling young people to use their time constructively, have fun and develop qualities of self reliance
- Enabling young people to learn life skills, knowledge and attitudes

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance is to be demonstrated for at least two:
 - types of activities and programs identified in the Range Statement
 - purposes identified in the Range Statement

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 of this unit include access to:
 - a workplace or an accurately simulated environment where assessment may take place

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

CHCYTH506A

Provide services for young people appropriate to their needs and circumstances

Descriptor

This unit describes the knowledge and skills 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

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Establish effective rapport with young people and families

PERFORMANCE CRITERIA

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

- 1.1 Use interaction with young people to encourage personal reflection on relationships and personal responsibility
 - 1.2 Negotiate clear boundaries between worker and young person, taking account of factors likely to impact the relationship
 - 1.3 Use a range of *communication* strategies to gather information about the background and circumstances of young people and their families
 - 1.4 Ensure all approaches to and communication with the young person are conducted on terms that are non threatening and acceptable to them, and are designed to encourage their own informed choice
 - 1.5 Take steps to create a safe environment when communicating with the young person
 - 1.6 Ensure information provided to young people and their families is factual, clear and designed to promote positive responses
 - 1.7 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships
 - 1.8 Maintain clear, ethical and honest relationships with young people and their families
 - 1.9 Promote the young person's rights and choices in ways which respect their values and beliefs, consistent with relevant legislation and professional responsibility and accountability
 - 1.10 Record and report all information relevant to intervention contact with young people and their families according to organisation's procedures and considering *confidentiality and discretion*
-
2. Identify and address immediate needs and circumstances of young people
 - 2.1 Identify and respond to immediate needs of young people according to nature and degree of urgency
 - 2.2 Provide young people and their families with information tailored to their capacity to absorb and designed to calm and reassure
 - 2.3 Observe and note any signs of distress, anxiety, aggression and apathy
 - 2.4 Observe and note signs of impairment of functioning in individuals and relationships

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|--|---|
| 3. Explore and clarify issues facing the young person and the nature of support sought | 3.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him |
| | 3.2 Negotiate involvement of other parties as required by young person and worker |
| | 3.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support |
| | 3.4 Where there are communication difficulties, make renewed attempts through appropriately modified approaches or responses |
| | 3.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy |
| | 3.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support |
| | 3.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions |

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Facilitate goal setting and action planning

PERFORMANCE CRITERIA

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

- 4.1 Encourage and support the young person to work out their own goals and priorities and to assess their feasibility
- 4.2 Where appropriate, offer further options to the young person without imposition or pressure
- 4.3 Emphasise and negotiate clients' responsibility for determining and achieving their goals
- 4.4 Where there are judged to be risks to the young person from the choices made, explain these in a manner which is supportive whilst outlining the risk
- 4.5 Encourage clients to identify and prioritise long and short term goals based on individual responsibility and personal choice
- 4.6 Encourage and/or support the young person to develop strategies to act on goals set
- 4.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals
- 4.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

5. Provide targeted *assistance and referral*

- 5.1 Identify and clearly communicate the type and nature of services available to clients
- 5.2 Discuss availability, type and nature of services and resources in a manner, and at a level and pace, appropriate to the young person and in a way which respects their right of choices
- 5.3 Undertake appropriate work to ensure assistance provided:
 - is of a level, type and manner appropriate to the young person and the nature of the issues facing them
 - is consistent with legal and statutory provisions
 - meets resource and time constraints
 - complies with organisation policy
- 5.4 Encourage young person to use this service and/or access alternative services and resources which are appropriate to their requirements, beliefs and preferences and to be as self managing as possible
- 5.5 Advise the young person about ways in which legal and statutory provisions might affect their situation and confirm young person's knowledge and understanding of information provided and need for additional information
- 5.6 Establish systems to ensure information and referral sources within organisation are up to date, comprehensive, accurate, accessible and relevant to clients
- 5.7 Implement procedures to ensure workers have access to additional advice, expertise and support from others as required
- 5.8 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate
- 5.9 Ensure all documentation and reporting is in accordance with organisation procedures

ELEMENT

Elements define the essential outcomes of a unit of competency.

6. Act as an advocate on request

PERFORMANCE CRITERIA

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

- 6.1 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
- 6.2 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
- 6.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker
- 6.4 Describe and explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances
- 6.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

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:

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people and their families, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- Establishing and maintaining effective relationships with young people and their families
- Principles of effective communication including client information management
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of human behaviour and development related to young people, families and relationships
- Principle/relevant cultural practices and customs of the community and the family profiles

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to services for young people and their families, personal support for young people, referral, reporting, community services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care
- Work with clients from different cultural backgrounds
- Support young people and their families according to case management objectives, needs and risks and individual circumstances
- Support vulnerable young and young people with special needs and risks
- Identify personal values and their impact on performance
- Acknowledge worker's power in the relationship with the young person, assert this power where necessary, and recognise dangers of its misuse

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:
 - general counselling strategies/techniques
 - goal setting, personal planning and change support
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

Communication with young people and their families will include relevant selection of evidence from:

- Formal and informal meetings
- Interviews
- Counselling
- Receiving and conveying information and advice
- Receiving grievances/complaints
- Oral and written reports
- Internal and external to the organisation
- Recording and reporting
- Responsibility for vulnerable and high risk families and families with special needs
- Contact with uncooperative, aggressive and distressed offenders
- Contact with young people in crisis

Confidentiality and discretion will include:

- Security of personal information
- Determination of other people to be informed
- Location and timing of communication
- Nature of follow up
- Nature of the information
- Agreement with young people and their families, colleagues and support agencies
- Child protection notification.

RANGE STATEMENT

Assistance and referral may include:

- Social/welfare worker
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups
- Employment/ career development

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
- Performance can be demonstrated through assessment of evidence generated from work practice

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 of this unit include access to a workplace or accurately simulated environment for assessment

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge tested or inferred from explanations and performance in workplace applications
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements

CHCYTH511A

Work effectively with young people and their families

Descriptor

This unit describes the knowledge and skills required to cooperate in mutual agreement on the activities, outcomes and processes of family members for the purpose of achieving goals identified in consultation with the young person to address the young person's concerns and/or risks.

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts where the young person is considered the primary client.

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Establish relationship with the young person's nominated carer/family members

PERFORMANCE CRITERIA

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

- 1.1 Use a range of communication strategies to gather necessary information about the background and circumstances of young people and their families with respect for privacy and confidentiality
- 1.2 Ensure information provided to young people and their families is conveyed with regard to each party's right to confidentiality in a factual, clear and ethical manner to promote positive responses
- 1.3 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships
- 1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their families/carers as secondary clients
- 1.5 Use interaction with family members to encourage their personal reflection on relationships, expectations and personal responsibility
- 1.6 Identify obstacles to professional relationships with families/carers, check personal values and issues with others and record concerns according to the code of conduct and ethics

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- | | |
|---|---|
| 2. Exchange information with family/carers about young person's needs and/or risks within the requirements of privacy and confidentiality | 2.1 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques |
| | 2.2 Monitor and anticipate behaviour and mood of clients for signals and respond appropriately |
| | 2.3 Provide clients with clear, relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy of individual client |
| | 2.4 Analyse your values for their impact on your attitudes and interactions and to detect and avoid personalising issues, discrimination and stereotyping |
| 3. Determine in consultation with the young person a mutual approach to addressing their needs | 3.1 Check current commitments in time and resources for flexibility and capacity to meet client young person's needs and expectations |
| | 3.2 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes |
| | 3.3 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person |
| | 3.4 Plan a structured sequence of activities and timetable to achieve client objective within available resources |
| | 3.5 Consult team members for feedback on the planned program and indications of support |
| | 3.6 Identify resources needed for continuing work with clients and allocate according to priorities and availability |

ELEMENT

Elements define the essential outcomes of a unit of competency.

4. Respond to families' concerns about young person

PERFORMANCE CRITERIA

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

- 4.1 Use a range of communication strategies to develop trust and mutual agreements with family members about terms and conditions of addressing their concerns including limitations on confidentiality and power differentials between individuals
- 4.2 Identify and prioritise short and long term implications of family concerns
- 4.3 Validate family concerns using a range of checking sources including consultation with the young person as primary client
- 4.4 Provide information to family members on a need to know basis with respect for young person's privacy in a language and style they will understand
- 4.5 Negotiate conditions and confirm agreement with families to encourage commitment, cooperation and mutual action
- 4.6 Check information about family members for indicators of concerns, patterns of behaviour, strengths and barriers and consider this information in the approach taken
- 4.7 Encourage family members 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 strengths and energy of clients to maintain positive direction, cooperation, achievements, respect

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:

- Principles of communication for specified outcomes, including:
 - empathetic listening
 - meaning and impact of body language
 - effect of tone of voice
 - use of reframing concepts
 - eye contact
 - interpreting hidden and complex messages
 - use of paraphrasing
 - giving feedback
 - effects of open questions
 - use of reflection, review and debriefing
 - impact and meaning of your own body language
 - use of role play and scenarios in group work
 - one-way and two-way communication
 - facilitation of interaction and participation
- Principles of group dynamics and interaction including:
 - effect of process
 - differentials in power
 - empathy/ identification
 - engineering engagement
 - trust building
 - challenging
- Principles of interviewing and counselling
- Understanding of your own values and attitudes and their impact on your work and relationships
- Principles contained within relevant declarations and convention on rights of the children and young people
- 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
- Principles of ethics and codes of conduct where the young person is the primary client
- Principles of empowerment and rights based practice

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan family intervention based support strategically to achieve service outcomes and priorities for young people in consultation with young person as the primary client
- Use client information for assessment to advocate for the needs of the young person
- Assess client background and behaviour for potential for family intervention and youth support
- Encourage the expression of issues, concerns, problems and developments and the positive benefits of change
- Design supportive and respectful processes for young person's individual expression of needs to families and others
- Use a wide range of complex communication strategies with young people and families to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
- Use a range of strategies to empower young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes

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:
 - counselling and professional debriefing techniques
 - conflict resolution/management
 - effective communication skills including mediation and negotiation
 - people management including provision of feedback
 - engaging young person as the primary client in the context of communication and negotiations with the family as the secondary client
 - advocate for the rights of young people in potential and actual situations of power imbalances during a negotiation process

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.

The context of performance will depend on the applicants' roles and responsibility, the organisation's intervention programs and case management system and the conditions required by:

- Case management
- Youth work support role and context
- Young person as the primary client
- Programmed intervention
- Service conditions and priorities
- Justice conditions
- Need and risk assessment
- Reporting and referring to specialists
- Protective care
- Child protection and reporting
- High risk behaviour
- Routine and specific reports
- Review of case plan and conditions
- Monitoring behaviour and plans
- Specialist referrals

Work with families may be in a range of settings including:

- With families of the same cultural background and families of different cultural background
- In formal and informal settings
- With families in institutional or community based services
- Families/carers as secondary clients

Communication strategies include:

- Information prepared and provided by others
- Information prepared by the client
- Written and spoken information
- Applying all the communication techniques listed in the Essential knowledge

RANGE STATEMENT

Concerns about the young person may include the following applicable to the young person and/or their family/carers

- Drug use
- Addiction
- Anger
- Violence
- Abuse
- Mental health
- Risk behaviour
- Domestic and family violence
- Sexual offences
- Sexual abuse
- Emotional and social development

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 is best assessed in the workplace or in a simulated workplace under the normal range of 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

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 of this unit include access to a workplace or accurately simulated environment for assessment

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge testing through questioning about observed performance or inferred from performance
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements and/or from supervisors, colleagues and clients

CHCYTH608C

Manage service response to young people in crisis

Descriptor

This unit describes the knowledge and skills required to develop an agency approach to young people in crisis

Employability Skills

This unit contains Employability Skills

Application

This unit may apply to community services work in a range of contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Implement a framework for preventing *crisis* situations

PERFORMANCE CRITERIA

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

- 1.1 Develop 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, regularly update procedures for the management of crises and communicate to staff and other relevant personnel
- 2.3 Ensure crisis management procedures which are developed are consistent with legal and organisation 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 occupational health and safety (OHS) and other industrial and legislative requirements

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Follow up crisis situations

PERFORMANCE CRITERIA

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

- 3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures
- 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

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:

- Legal and organisation policies relating to safety within the work environment
- Relevant specialist support services and resources
- Possible factors which contribute to young people entering crisis situations
- Legislative and policy obligations
- 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
- Possible repercussions of inappropriate intervention of worker behaviour

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure crisis response structure or framework meets the for requirements of particular workplace

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:
 - counselling and professional debriefing techniques
 - conflict resolution/management
 - effective communication skills including mediation and negotiation
 - people management including provision of feedback
- Maintain documentation as required, including effective use of relevant information technology in line with OHS guidelines

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.

Response to crisis situations will be immediate and ongoing

Relevant legislation and policy will include:

- Statutory care and protection guidelines
- Confidentiality
- Age of consent
- Families' rights and responsibilities
- OHS
- Duty of care
- Professional code of conduct
- Non-discrimination
- Equal employment opportunities

Crisis will relate to:

- Those faced by the client group
- Potential or actual crises
- People at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency
- Response to physical, mental, emotional or sexual abuse
- Client's relationship with other agencies e.g. legal system, welfare

Organisation policies and procedures to maximise physical and emotional safety will relate to:

- Anti-discrimination guidelines
- Guidelines to deal with violent behaviour
- Rights of worker and service user
- Organisation rules e.g. concerning drug and alcohol use, sexual behaviour, visitors
- OHS
- Emergency/safety procedures
- Security of premises
- Debriefing procedures

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 should be assessed in the workplace or through direct work practice
- Consistency in performance should consider the particular requirements for crisis management frameworks and structures in the workplace

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 of this unit include access to a workplace or accurately simulated environment for assessment

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.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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