Community Services Training Package
(CHC99)

Community Services Common
National Competency Standards
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<td>Develop, facilitate and monitor all aspects of case management</td>
</tr>
<tr>
<td>CHCCM4A</td>
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</tr>
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</tr>
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<td>CHCCOM1A</td>
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</tr>
<tr>
<td>CHCCOM2A</td>
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</tr>
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<tr>
<td>CHCCOM4A</td>
<td>Develop, implement and promote effective communication techniques</td>
</tr>
<tr>
<td>CHCCS0A</td>
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</tr>
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<td>CHCCS1A</td>
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<td>CHCCS2A</td>
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</tr>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>CHCCWI2A</td>
<td>Implement a case work strategy</td>
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<td>CHCCWI3A</td>
<td>Work with clients intensively</td>
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</tr>
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<td>CHCROUP2A</td>
<td>Support group activities</td>
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<td>CHCROUP3A</td>
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<tr>
<td>CHCINF1A</td>
<td>Process and provide information</td>
</tr>
<tr>
<td>CHCINF2A</td>
<td>Maintain organisation's information systems</td>
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<tr>
<td>CHCINF3A</td>
<td>Coordinate information systems</td>
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<td>CHCINF4A</td>
<td>Manage the organisation's information systems</td>
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<tr>
<td>CHCINF5A</td>
<td>Meet Statutory and organisational information requirements</td>
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<td>CHCINF6A</td>
<td>Manage information strategically</td>
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<tr>
<td>CHCNET1A</td>
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<td>CHCNET2A</td>
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<td>CHCNET3A</td>
<td>Develop new networks</td>
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<tr>
<td>CHCORG1A</td>
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</tr>
<tr>
<td>CHCORG2A</td>
<td>Work with others</td>
</tr>
<tr>
<td>CHCORG3A</td>
<td>Participate in the work environment</td>
</tr>
<tr>
<td>CHCORG4A</td>
<td>Follow the organisation's occupational health and safety policies</td>
</tr>
<tr>
<td>CHCORG5A</td>
<td>Maintain an effective work environment</td>
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<td>CHCORG6A</td>
<td>Coordinate the work environment</td>
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<tr>
<td>CHCORG7A</td>
<td>Manage workplace issues</td>
</tr>
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<td>CHCORG8A</td>
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Introduction

The common competencies are those units of competency which occur across all of the Community Services Training Package qualifications. The common competencies in the Community Services Training Package are comprised of the following areas:

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<tbody>
<tr>
<td>Advocacy</td>
<td>AD</td>
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<tr>
<td>Administration</td>
<td>ADMIN</td>
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<td>Assessor and workplace</td>
<td>BSZ</td>
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<tr>
<td>Community development</td>
<td>CD</td>
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<td>Case management</td>
<td>CM</td>
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<td>Casework intervention</td>
<td>CWI</td>
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<tr>
<td>Communication</td>
<td>COM</td>
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<tr>
<td>Client service</td>
<td>CS</td>
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<tr>
<td>Information management</td>
<td>INF</td>
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<tr>
<td>Networking</td>
<td>NET</td>
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<tr>
<td>Organisational management</td>
<td>ORG</td>
</tr>
<tr>
<td>Policy and research</td>
<td>P&amp;R</td>
</tr>
<tr>
<td>Working with groups</td>
<td>GROUP</td>
</tr>
</tbody>
</table>

The qualifications in the Community Services Training Package include common, sector specialisation and optional competencies (see over for further details). Standards users should note that sector specialisation competencies and qualifications are separately published in the following documents:

- Aged Care Work National Competency Standards and Qualifications
- Alcohol and Other Drugs Work National Competency Standards and Qualifications
- Child Protection/Juvenile Justice/Statutory Supervision National Competency Standards and Qualifications
- Children’s Services National Competency Standards and Qualifications
- Community Work National Competency Standards and Qualifications
- Community Housing Work National Competency Standards and Qualifications
- Disability Work National Competency Standards and Qualifications
- Mental Health Work (non clinical) National Competency Standards and Qualifications
- Youth Work National Competency Standards and Qualifications

The *Community Services Common National Competency Standards* are intended to be used in conjunction with relevant sector specialisation standards and qualifications documents. This document is an integral component of all sets of Community Services National Competency Standards. It must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- specialisation competency standards (eg. Community Housing)
Packaging the Community Services Competency Standards

Packaging links individual units of competency into groups. These groups relate to specific job roles and provide information to trainees, employers, trainers and assessors about the combination of competencies required for the workplace.

The Standards Framework provides flexibility to enable organisations and enterprises to meet specific needs, by selecting from elective units (common, specialisation and optional units) to make up a package, within industry guidelines.

Common competencies

Common units of competency are those which exist across all or some sectors in community services. Some important points in relation to common competencies are:

- groups developing standards may choose to include some of the units as compulsory for that sector
- similar competencies across all areas of work in community services have been identified and common units developed and indicatively aligned to the AQF
- common competencies are either compulsory or elective and are indicatively aligned to an AQF level
- there are some common competencies that are compulsory across all sectors covered by the Community Services Training Package eg occupational health and safety
- other common units will be compulsory or elective depending on the packaging rules for each set of standards (determined by the sector)

Areas of Specialisation

Specialisation units are focused on specialist functions and/or client services. Client services may include units focused on the type of client; the mode of practice; or issues addressed.

- specialisation units are those which are fundamentally different from other areas of work in Community Services and not covered in the common units
- specialisation units are packaged with common units and the alignment reflects the Australian Qualification Framework level of the chosen common compulsory units. Packaging and alignment to the Australian Qualifications Framework is determined by industry
- specialisation units are identified as compulsory or elective by the industry sector. The compulsory units ensure consistency in service delivery within the designated area while the electives enable flexibility to meet different organisational needs
- packaging of specialisation units (including the number of units in the package) will be determined by the sector eg. disability or functional area eg. community work specialisation units may also become optional units at another AQF level in a package
- standards developers will need to show just cause for new the addition of units (over and above existing units)

<table>
<thead>
<tr>
<th>Specialisation compulsory units</th>
<th>Specialisation elective units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of specialisation compulsory units at a range of AQF levels include:</td>
<td>Examples of specialisation elective units include:</td>
</tr>
<tr>
<td>• Orientation to the alcohol and other drugs work sector (CHCAOD2A)</td>
<td>• Provide alcohol and/or other drug withdrawal services (CHCAOD9A) Alcohol and Other Drugs Work</td>
</tr>
<tr>
<td>• Orientation to aged care work (CHCAC3A)</td>
<td>• Act as a witness (CHCPROT1A) Child Protection/Juvenile Justice/Statutory Supervision</td>
</tr>
<tr>
<td>• Orientation to work in the mental health sector (CHCMH1A)</td>
<td>• Manage youth programs (CHCYTH5A) Youth Work</td>
</tr>
</tbody>
</table>
Optional competencies
To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional. This flexibility also ensures that Community Services qualifications will become a central pathway for New Apprenticeships. The qualification structures identified in the package provide the basis for defining the content of such arrangements by establishing the competencies which need to be achieved.

The guidelines for including optional units of competency are determined by the sector and included in the packaging information for each qualification.

Optional units will generally include the following, however specific requirements are indicated in each qualification:

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards from this or other industries
- enterprise specific units*

*Enterprise units note: Where enterprise units are included as options within the qualification, these will need to be submitted to Community Services and Health Training Australia for referral the National Training Framework Committee for endorsement.

Competency codes explained
The National Training Information System (NTIS) is administered by the Australian National Training Authority and provides for a uniform competency coding system across industries. NTIS codes will indicate the Training Package, the unit of competency and the version of the unit of competency. The example below shows the code for the unit of competency Participate in networks and the table demonstrates the component parts of the code.

CHCNET1A Participate in networks

<table>
<thead>
<tr>
<th>Community Services Training Package identifier</th>
<th>Unit of Competency identifier</th>
<th>Version identifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHC</td>
<td>NET1</td>
<td>A</td>
</tr>
</tbody>
</table>
How were the Community Services Common Competencies developed?

At the time of the introduction of the Training Package, competency standards had been completed in the areas of:

- Youth
- Child Protection/Juvenile Justice/Statutory Supervision
- Aged Care
- Disability
- Community Work and
- Child Care

Standards were in development in the areas of Ancillary/Support Work, Mental Health Work (non clinical) and Alcohol and Other Drugs Work. Some of these standards were at final draft status.

The approach taken was to analyse all of these standards to see whether areas of commonality could be determined, and if so, to clearly identify the content of such common areas. The level of consultation involved in the development of all of these sector standards had provided a sound basis for assuming that the original content was accurate. The analysis therefore did not challenge the integrity of the original content.

Community Services and Health Training Australia did not start with a clean slate and assumptions that there must be commonality across the industry. Existing competency standards were analysed to see whether common competencies would emerge. This information was combined with changes to the requirements for competency standards such as the Front Line Management and Occupational Health and Safety competencies.
Customisation and Flexibility

The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations_ENTERPRISES. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:
- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:
- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:
- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

Contextualisation of units

The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides eg. to refer to particular legislation or work practices under which it conducts its business. These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

Applying the packaging rules

The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:
- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)
Customisation of units
Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Governments New Apprenticeships system where qualifications will be funded according to minimum requirements.

Customisation and flexibility for enterprises
Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)
New National Competency Standards and Qualifications

The Community Services Training Package has coverage of major sectors in the community services industry and will be used as the basis for all national training in those sectors. As the Community Services Training Package is implemented, changes in the industry and related industries will necessitate corresponding changes in training needs. Continuous improvement of the Community Services Training Package will allow for review of existing components and for the development of new competency standards and/or qualifications.

Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

To gain national endorsement, any proposed competency standards, package of standards or qualifications must be submitted to Community Services and Health Training Australia for endorsement by the National Training Framework Committee. Submissions should include rationale for inclusion of proposed standards in the Community Services Training Package and demonstrate that:

- equivalent standards do not exist in any endorsed Training Package; and
- existing standards cannot be customised to meet industry requirements (see previous for guidelines on customisation)

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee
# Community Services Common Competencies

## Table of Units and Elements

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<th>Code</th>
<th>Title</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAD1A</td>
<td>Advocate for Clients</td>
<td>1. Assist clients to identify their rights and represent their own needs</td>
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<tr>
<td></td>
<td></td>
<td>2. Advocate on behalf of clients on request</td>
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<td></td>
<td></td>
<td>3. Advocate for clients</td>
</tr>
<tr>
<td>CHCAD2A</td>
<td>Support the interests, rights</td>
<td>1. Provide support to client for the realisation of their interests,</td>
</tr>
<tr>
<td></td>
<td>and needs of clients within</td>
<td>rights and needs within job roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>duty of care requirements</td>
<td>2. Support and safeguard the interests and rights of clients</td>
</tr>
<tr>
<td>CHCDADMIN1A</td>
<td>Undertake basic</td>
<td>1. Organisational reporting procedures are followed</td>
</tr>
<tr>
<td></td>
<td>administrative duties</td>
<td>2. Use workplace equipment</td>
</tr>
<tr>
<td>CHCDADMIN2A</td>
<td>Provide administrative</td>
<td>1. Use and maintain equipment and machines</td>
</tr>
<tr>
<td></td>
<td>support</td>
<td>2. Meet administrative requirements</td>
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<tr>
<td>CHCDADMIN3A</td>
<td>Undertake administrative work</td>
<td>1. Maintain accounts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Participate in budgeting processes</td>
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<td></td>
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<td>3. Operate equipment</td>
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<td>4. Maintain equipment</td>
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<td></td>
<td>5. Monitor equipment use and needs</td>
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<tr>
<td>CHCDADMIN4A</td>
<td>Manage the Organisation's</td>
<td>1. Implement budget processes</td>
</tr>
<tr>
<td></td>
<td>Financial, Accounts and</td>
<td>2. Establish and implement systems for financial management and</td>
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<td></td>
<td>Resources</td>
<td>reporting</td>
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<td></td>
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<td>3. Manage the use of funds</td>
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<td>4. Develop and recommend funding options</td>
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<td></td>
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<td>5. Development and implement resourcing proposals to meet operational</td>
</tr>
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<td></td>
<td>needs</td>
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<td>6. Monitor resource usage and performance</td>
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<td></td>
<td>7. Manage property, equipment and stores</td>
</tr>
<tr>
<td>CHCD1A</td>
<td>Support community participation</td>
<td>1. Work with the community and individuals to promote participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Support existing community activities</td>
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<tr>
<td>CHCD2A</td>
<td>Provide community education</td>
<td>1. Develop the education program</td>
</tr>
<tr>
<td></td>
<td>programs</td>
<td>2. Deliver the education program</td>
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<td></td>
<td></td>
<td>3. Review the education program</td>
</tr>
<tr>
<td>CHCD3A</td>
<td>Meet information needs of the</td>
<td>1. Identify Information requirements</td>
</tr>
<tr>
<td></td>
<td>community</td>
<td>2. Address Information requirements</td>
</tr>
<tr>
<td>CHCD4A</td>
<td>Develop and Implement</td>
<td>1. Develop program parameters</td>
</tr>
<tr>
<td></td>
<td>Community Programs</td>
<td>2. Design programs with the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Implement programs</td>
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<tr>
<td></td>
<td></td>
<td>4. Evaluate programs</td>
</tr>
<tr>
<td>CHCD5A</td>
<td>Develop community resources</td>
<td>1. Assess community resource requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Develop and acquire resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Facilitate community access to resources</td>
</tr>
<tr>
<td>CHCD6A</td>
<td>Establish and Develop</td>
<td>1. Establish the need, purpose and philosophy for the organisation</td>
</tr>
<tr>
<td></td>
<td>Community Organisations</td>
<td>2. Review and develop organisational structures</td>
</tr>
<tr>
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<td>3. Meet legal requirements to establish or develop the organisation</td>
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<td>4. Market and promote the organisation changes</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>elements</td>
</tr>
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</tbody>
</table>
| CHCCD7A | Support community resources                | 1. Develop an information base  
                      2. Establish relationship with key people  
                      3. Apply strategies for linking people  
                      4. Maintain community facilities and resources |
| CHCCD8A | Support community action                   | 1. Respond to community needs  
                      2. Support identified community needs  
                      3. Evaluate effectiveness of community action |
| CHCCD9A | Support community leadership               | 1. Develop and maintain support mechanisms  
                      2. Promote community leadership  
                      3. Develop leadership skills |
| CHCCD10A| Provide leadership                         | 1. Develop effective leadership role  
                      2. Provide direction  
                      3. Promote community work and maintain quality performance |
| CHCCD11A| Provide advocacy and representation        | 1. Establish the representative role and process  
                      2. Participate in decision making forums  
                      3. Negotiate outcomes and liaise with key people  
                      4. Evaluate effectiveness of strategies |
| CHCCD12A| Undertake work in the community services   | 1. Operate within a community development framework  
                      2. Meet duty of care and legal responsibilities  
                      3. Provide a non discriminatory service  
                      4. Work to address individual issues |
| CHCCD13A| Work within specific communities           | 1. Define the issues of specific communities or groups  
                      2. Undertake relevant work in the context of specific communities or groups  
                      3. Evaluate work undertaken within specific communities |
| CHCCD14A| Implement a community development strategy | 1. Work with individuals to identify issues  
                      2. Work with individuals and groups to establish cooperative processes  
                      3. Support group processes |
| CHCCD15A| Develop and implement a community          | 1. Establish and build group processes  
                      2. Facilitate and maintain public processes  
                      3. Implement organisational structures |
|         | development strategy                       |                                                                                                                                 |
| CHCCD16A| Undertake systems advocacy                 | 1. Obtain analyse and document information relevant to the needs of people  
                      2. Work with stakeholders to develop strategies to address identified needs  
                      3. Advocate for and facilitate the implementation of strategies developed to address specific needs |
| CHCCM1A | Undertake case management                  | 1. Provide for client needs and monitor progress on a regular basis  
                      2. Promote client’s development |
| CHCCM2A | Establish and monitor a case plan          | 1. Develop a case management plan  
                      2. Define plan implementation procedures  
                      3. Establish review and evaluation systems |
| CHCCM3A | Develop, facilitate and monitor all aspects| 1. Conduct case management meetings  
                      2. Develop an appropriate approach to case management  
                      3. Develop an appropriate case management plan  
                      4. Manage case work activities and processes |
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<td>CHCCM4A</td>
<td>Promote high quality case management practice</td>
<td>1. Provide a lead in case management practice</td>
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<td>2. Provide Practice Advice on complex cases</td>
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<tr>
<td>CHCCM5A</td>
<td>Develop practice standards</td>
<td>1. Promote practice standards</td>
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<td>2. Provide case work consultancy to promote best practice</td>
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<tr>
<td>CHCCOM1A</td>
<td>Communicate with people accessing the services of the organisation</td>
<td>1. Communicate with clients of the organisation appropriately</td>
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<td>2. Present a positive image of the service to the public</td>
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<tr>
<td>CHCCOM2A</td>
<td>Communicate appropriately with clients and colleagues</td>
<td>1. Exercise effective communication and techniques</td>
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<td>2. Follow routine instructions</td>
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<td>3. Complete reports as required</td>
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<tr>
<td>CHCCOM3A</td>
<td>Utilise specialist communication skills</td>
<td>1. Meet specific communication needs of clients and colleagues</td>
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<td>2. Conduct effective interviews with clients or staff</td>
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<td></td>
<td>3. Contribute to the development of effective communication strategies</td>
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<td>4. Represent the organisation to a range of groups</td>
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<td>5. Facilitate group discussions</td>
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<tr>
<td>CHCCOM4A</td>
<td>Develop, implement and promote effective communication techniques</td>
<td>1. Contribute to the development of effective communication strategies</td>
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<td>2. Represent the organisation to a range of groups</td>
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<td>3. Facilitate group discussions</td>
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<td>4. Produce quality written materials</td>
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<td>5. Conduct Interviews</td>
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<td>CHCCS0A</td>
<td>Deliver service to clients</td>
<td>1. Identify responsibilities within client service plan</td>
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<td>2. Deliver client service</td>
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<td>3. Respond to changes in client need</td>
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<tr>
<td>CHCCS1A</td>
<td>Deliver and monitor service to clients</td>
<td>1. Identify client needs</td>
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<td>2. Deliver client service</td>
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<td>3. Review client service</td>
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<td>CHCCS2A</td>
<td>Deliver and develop client service</td>
<td>1. Target client services</td>
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<td>2. Deliver client service</td>
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<td>3. Develop and promote client services</td>
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<td>CHCCS3A</td>
<td>Coordinate the provision of services and programs</td>
<td>1. Analyse client needs</td>
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<td>2. Provide and review client service</td>
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<td>3. Plan and develop client service</td>
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<tr>
<td>CHCCS4A</td>
<td>Manage the delivery of quality client service</td>
<td>1. Coordinate services provided to clients</td>
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<td>2. Plan client service delivery</td>
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<td>3. Review client services</td>
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<tr>
<td>CHCCS5A</td>
<td>Identify and address specific client needs</td>
<td>1. Establish a Rapport with Clients</td>
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<td>2. Extract and Analyse Information of Client Needs</td>
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<td>3. Match Services to Client Needs</td>
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<tr>
<td>CHCCS6A</td>
<td>Assess and deliver services to clients with complex needs</td>
<td>1. Assess and analyse client needs to ensure they can be met</td>
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<td>2. Identify and provide for the delivery of services to meet client needs</td>
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<td>3. Evaluate client service delivery</td>
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<td>2. Provide practice advice on complex cases</td>
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<td>CHCCWI 1A</td>
<td>Operate under a case work framework</td>
<td>1. Establish an appropriate working relationship with clients</td>
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<td>2. Uphold the rights and responsibilities of clients</td>
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<td>CHCCWI 2A</td>
<td>Implement a case work strategy</td>
<td>1. Establish an appropriate relationship with clients</td>
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<td>2. Promote Preventive Strategies</td>
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<td>3. Provide a specialist service to clients</td>
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<td>CHCCWI 3A</td>
<td>Work with clients intensively</td>
<td>1. Provide high quality case work</td>
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<td>2. Enlist specialist services</td>
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<td>3. Establish transition processes</td>
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<td>CHGROUP1A</td>
<td>Support the activities of existing groups</td>
<td>1. Respond to requests for support from existing groups</td>
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<td>2. Provide resources</td>
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<td>CHGROUP2A</td>
<td>Support group activities</td>
<td>1. Identify the purpose of the group</td>
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<td>2. Establish relationship with the group</td>
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<td>3. Organise resources for group activities</td>
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<td>CHGROUP3A</td>
<td>Plan and conduct group activities</td>
<td>1. Address resourcing issues for group activities</td>
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<td>2. Coordinate a group planning process</td>
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<td>3. Manage group processes including responding to conflict</td>
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<td>4. Evaluate group activities</td>
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<td>CHCINF1A</td>
<td>Process and provide information</td>
<td>1. Process and prepare information</td>
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<td>2. Store and maintain information</td>
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<td>3. Provide information to promote access to services</td>
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<tr>
<td>CHCINF2A</td>
<td>Maintain organisation’s information systems</td>
<td>1. Maintain accurate records</td>
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<td>2. Handle organisational correspondence</td>
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<td>3. Provide information as required</td>
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<td>CHCINF3A</td>
<td>Coordinate information systems</td>
<td>1. Gather and record information</td>
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<td>2. Prepare and present reports</td>
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<td>3. Supervise processes for collection, use, storage and dissemination of information</td>
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<tr>
<td>CHCINF4A</td>
<td>Manage the organisation’s information systems</td>
<td>1. Identify and address information requirements</td>
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<td>2. Supervise day to day processes for collection, use, storage and dissemination of information</td>
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<td>3. Establish and manage systems to record, store, process and distribute information</td>
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<td>4. Support and supervise the development of information and educational resources</td>
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<tr>
<td>CHCINF5A</td>
<td>Meet statutory and organisational information requirements</td>
<td>1. Identify information requirements</td>
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<td>2. Review options for systems to obtain information</td>
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<td>3. Establish and manage systems to record and store information</td>
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<td>4. Support and supervise the development of information and educational resources</td>
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<td>5. Provide staff training</td>
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</table>
| CHCINF6A | Manage information strategically          | 1. Develop and implement strategies for collection, verification and use of information to achieve organisational objectives  
                                           | 2. Facilitate strategies for inter agency information sharing and use  
                                           | 3. Monitor and upgrade organisation’s strategic management of information |
| CHCNET1A | Participate in networks                    | 1. Identify and select appropriate networks                               
                                           | 2. Make effective use of relevant networks                               |
| CHCNET2A | Maintain effective networks                | 1. Develop cooperative working relationships and strategic alliances with other organisations  
                                           | 2. Represent the organisation                                            
                                           | 3. Maintain networks                                                     |
| CHCNET3A | Develop new networks                       | 1. Develop and maintain appropriate networks                              
                                           | 2. Reflect social and cultural awareness in developing and maintaining networks |
| CHCORGA1 | Follow the organisation’s policies, procedures and programs | 1. Follow organisational guidelines                                      
                                           | 2. Work ethically                                                       |
| CHCORGA2 | Work with others                          | 1. Plan own workload with supervisor                                      
                                           | 2. Communicate with others about work matters                            
                                           | 3. Work cooperatively with others                                       |
| CHCORGA3 | Participate in the work environment        | 1. Contribute to the effective operation of the workgroup                 
                                           | 2. Review and develop own work performance                               
                                           | 3. Work cooperatively with others                                       
                                           | 4. Contribute to the development of policies, practices and structures of an organisation |
| CHCORGA4 | Follow the organisation’s occupational health and safety policies | 1. Follow workplace procedures for hazard identification and risk control   
                                           | 2. Contribute to the management of occupational health and safety       
                                           | 3. Utilise and implement strategies as directed to prevent infection in the workplace 
                                           | 4. Utilise strategies to prevent stress overload                        
                                           | 5. Work in a safe manner                                                |
| CHCORGA5 | Maintain an effective work environment     | 1. Work to achieve identified outcomes                                    
                                           | 2. Establish and maintain appropriate work relationships                 
                                           | 3. Facilitate operation of the workgroup                                 
                                           | 4. Review and develop own performance                                   |
| CHCORGA6 | Coordinate the work environment            | 1. Contribute to and promote effective work practices                     
                                           | 2. Promote effective workplace relations                                 
                                           | 3. Facilitate work group activities                                     
                                           | 4. Develop and implement staffing processes as required                 
                                           | 5. Advocate for workplace health and safety and fair employment practices |
| CHCORGA7 | Manage workplace issues                   | 1. Manage staff planning and recruitment                                 
                                           | 2. Manage work allocation                                                
                                           | 3. Evaluate workgroup effectiveness                                     
<pre><code>                                       | 4. Implement disciplinary and grievance procedures                      |
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</table>
| CHCORG8A    | Establish and manage new programs or services | 1. Complete strategic planning activities  
  2. Manage implementation of new program or service  
  3. Establish and manage organisational and operational arrangements  
  4. Undertake appropriate evaluation and reporting |
| CHCORG9A    | Manage projects and strategies       | 1. Consider the need and scope for the project/strategy  
  2. Prepare a project plan  
  3. Identify and acquire resources to make implementation of project plan possible  
  4. Promote and advertise project/strategy  
  5. Manage implementation of project/strategy  
  6. Evaluate and report on project/strategy |
| CHCORG10A   | Manage organisational change         | 1. Ensure practices of the organisation are appropriate  
  2. Respond to change in the community  
  3. Initiate and implement organisational change within a planning framework |
| CHCORG11A   | Lead and develop others              | 1. Provide leadership, direction and guidance to the organisation  
  2. Maximise own performance outcomes  
  3. Manage effective work relationships  
  4. Manage and improve the performance of individuals  
  5. Support, participate and review group development  
  6. Support and develop managers |
| CHCORG12A   | Review organisational effectiveness   | 1. Respond to the External Environment  
  2. Implement Continuous Improvement  
  3. Refocus the organisation/service |
| CHCORG13A   | Manage organisational strategic and business planning | 1. Formulate a strategic and business plan  
  2. Apply the strategic and business plan |
| CHCORG14A   | Manage a service organisation        | 1. Coordinate organisational planning  
  2. Design and implement the structures and process of the organisation  
  3. Implement evaluation processes  
  4. Enable organisation to meet legal requirements  
  5. Establish the profile of the organisation and market its services  
  6. Give direction for the effective management of the organisation  
  7. Manage changes in the organisation |
| CHCORG15A   | Promote the Organisation             | 1. Design and implement a promotional strategy  
  2. Monitor, evaluate and review the promotion strategy |
| CHCORG16A   | Manage training                      | 1. Maintain training records  
  2. Report and advise on training  
  3. Manage training expenditure and resources  
  4. Maintain training activities within organisational and legal requirements |
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| CHCORG17A  | Implement and monitor occupational health and safety policies, procedures and programs | 1. Provide information to the work group about occupational health and safety and the organisation’s occupational health and safety policies, procedures and programs  
2. Implement and monitor participative arrangements for the management of occupational health and safety  
3. Implement and monitor the organisation’s procedures for identifying hazards and assessing and controlling risks  
4. Implement the organisation’s procedures for dealing with hazardous events  
5. Implement and monitor the organisation’s procedures for providing occupational health and safety training  
6. Implement and monitor the organisation’s procedure for maintaining occupational health and safety records |
| CHCORG18A  | Establish, maintain and evaluate the organisations occupational health and safety system | 1. Establish and maintain the framework for the occupational health and safety system in the area of responsibility  
2. Establish and maintain participation arrangements for the management of occupational health and safety  
3. Establish and maintain procedures for identifying hazards  
4. Establish and maintain procedures for assessing risks  
5. Establish and maintain procedures for controlling risks  
6. Establish and maintain organisational procedures for dealing with hazardous events  
7. Establish and maintain an occupational health and safety training program  
8. Establish and maintain a system for occupational health and safety records  
9. Evaluate the organisation’s occupational health and safety system and related policies, procedures and programs |
| CHCORG19A  | Develop and maintain the quality of service outcomes                  | 1. Evaluate outcomes for clients accessing the service  
2. Plan and implement changes/strategies to improve outcomes  
3. Ensure client service standards and codes of practice are followed  
4. Manage quality assurance processes |
| CHCORG20A  | Promote and represent the service                                      | 1. Promote community awareness of the clients, their needs and their importance  
2. Promote the service to increase its profile in the community  
3. Represent the service  
4. Respond to negative publicity and perceptions, as required |
| CHCORG21A  | Act as a resource to other services                                    | 1. Identify needs/issues in consultation with the service  
2. Provide information and advice  
3. Develop and implement models and strategies, in consultation with the service |
| CHCP&R1A   | Participate in policy development                                      | 1. Assist in the policy development of the organisation  
2. Contribute to collection of data for research purposes |
| CHCP&R2A   | Contribute to policy development                                       | 1. Review existing policies  
2. Contribute to research for policy advice  
3. Provide briefing materials on policy issues  
4. Promote informed policy debate |
| CHCP&R3A   | Undertake research activities                                          | 1. Prepare a research plan  
2. Implement appropriate research strategies  
3. Organise and analyse information  
4. Report the findings of the research |
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| CHCP&R4A | Develop and implement policy | 1. Research and consult with others to develop policies  
                           | 2. Test draft policies  
                           | 3. Develop policy materials  
                           | 4. Implement and review policies |
| CHCP&R5A | Manage research activities | 1. Initiate research efforts  
                           | 2. Identify and acquire resources  
                           | 3. Supervise research being undertaken  
                           | 4. Interpret and act on analysis of research |
| CHCP&R6A | Coordinate policy development | 1. Coordinate policy development  
                           | 2. Monitor organisation policies  
                           | 3. Provide policy advice |
| CHCP&R7A | Manage policy development | 1. Identify future directions in organisational services  
                           | 2. Manage policy development  
                           | 3. Advocate for appropriate policy development |
| BSZ401A  | Plan assessment           | 1. Establish evidence required for a specific context  
                           | 2. Establish suitable assessment method/s  
                           | 3. Develop assessment tools appropriate to a specific assessment context  
                           | 4. Trial assessment procedure |
| BSZ402A  | Conduct assessment        | 1. Identify and explain the context of assessment  
                           | 2. Plan evidence gathering opportunities  
                           | 3. Organise assessment  
                           | 4. Gather evidence  
                           | 5. Make the assessment decision  
                           | 6. Record assessment results  
                           | 7. Provide feedback to persons being assessed  
                           | 8. Report on the conduct of the assessment |
| BSZ403A  | Review assessment         | 1. Review the assessment procedure/s  
                           | 2. Check consistency of assessment decision  
                           | 3. Report review findings |
| BSZ404A  | Train small groups        | 1. Prepare for training  
                           | 2. Deliver training  
                           | 3. Provide opportunities for practice  
                           | 4. Review training |
| BSZ405A  | Plan and promote a training program | 1. Identify the competency needs  
                           | 2. Document training program requirements  
                           | 3. Identify program resources  
                           | 4. Promote training |
| BSZ406A  | Plan a series of training sessions | 1. Identify training requirements  
                           | 2. Develop outlines of training sessions  
                           | 3. Develop training materials  
                           | 4. Develop training sessions  
                           | 5. Arrange resources |
| BSZ407A  | Deliver Training Sessions | 1. Prepare training participants  
                           | 2. Present training session  
                           | 3. Facilitate individual and group learning  
                           | 4. Provide opportunities for practice and feedback  
                           | 5. Review delivery of training session |
| BSZ408A  | Review training           | 1. Record training data  
                           | 2. Evaluate training  
                           | 3. Report on training |
# CHCAD1A Advocate for clients

Supporting clients to voice their opinions or needs and to ensure their rights are upheld.

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| 1. Assist clients to identify their rights and represent their own needs | • client is assisted to identify their own needs and rights and to determine if their rights are being infringed or are not being met  
• an assessment is undertaken with the client, significant others and colleagues to identify clients ability to advocate for self  
• the client is provided with information about available options for meeting their needs and assisted to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate  
• information about client rights and responsibilities provided to clients is researched, relevant and timely |
| 2. Advocate on behalf of clients on request | • relevant strategies for addressing client needs are initiated, negotiated and implemented  
• on request from the client, the most appropriate individuals or organisations are identified and contacted and the clients point of view is represented clearly to optimise outcomes for the client  
• information is kept in confidence unless authorisation is given to release it  
• progress and outcomes are discussed with the client and further action taken as necessary |
| 3. Advocate for clients | • where assessment indicates the client requires advocacy support:  
◊ issues are raised with the most appropriate person/people in a way that upholds the rights and supports the reasonable expectations of the client  
◊ strategies for addressing client needs are initiated and implemented in consultation with appropriate personnel  
◊ potential conflict of interest is identified and redressed |

**Range of variables**

*Rights and needs include:*  
• freedom of choice  
• access to services  
• personal safety and security

*Advocacy on behalf of the client may be to:*  
• other workers  
• management  
• other agencies/organisations  
• family/friends/community  
• employers  
• other health services/professionals  
• police  
• legal organisations/persons  
• government departments  
• schools
Advocacy may include:
• meeting client needs in the context of organisational requirements
• awareness of potential conflict between client needs and organisational requirements

Review of strategies may be informal or formal and may include:
• discussions with key people in the community
• discussions with friends/family of the client
• discussions with colleagues

Formal strategies may include:
• public meetings
• interviews
• questionnaires
• court appearances

Evidence Guide

Critical aspects of assessment:
• worker demonstrates a non judgemental approach in their work
• worker actively upholds, supports and promotes the right of clients in the workplace

Underpinning knowledge:
• organisations and services relevant to the nature of client service
• referral options and resources available to community
• organisational policies and procedures
• relevant legal and other rights/limitations
• social justice principles

Underpinning skills:
• mediation
• negotiation
• representation
• a client centred approach
• dealing with cross cultural issues

Resource implication:
• access to appropriate workplace where assessment can take place, or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observation, questioning and evidence gathered from the workplace environment
• assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

Context of assessment:
• this unit is most appropriately assessed in the workplace under the normal range of workplace conditions
CHCAD2A Support the interests, rights and needs of clients within duty of care requirements

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</table>
| 1. Provide support to client for the realisation of their interests, rights and needs within job roles and responsibilities | • client is supported and encouraged in exercising their rights and personal preferences without compromising their safety and that of others  
• interests, rights and needs of the client are made known to one's supervisor, other health workers and the service appropriately  
• situations of risk or potential risk are identified and referred appropriately |
| 2. Support and safeguard the interests and rights of clients              | • decisions and actions taken are within the job descriptions  
• knowledge and skill required for daily activities of work are properly maintained  
• work practices are applied to minimise potential for harm  
• care is taken to behave in a reasonable and careful manner at all times |

Range of Variables

*Appropriate representation may include:*
- meeting client needs in the context of organisational requirements
- awareness of potential conflict between client needs and organisational requirements

*Interests may include:*
- possessions
- bank accounts
- accommodation
- facilities
- services available and desired
- recreational pursuits

*Rights include principles expressed in:*
- charters of rights
- outcomes standards documents
- general human rights and freedom from discrimination

*Interests, rights and needs of the client may be made known by:*
- verbal representation
- written representation

*Social rights of the client may include:*
- freedom of association
- friendship

*Rights may be detailed in:*
- in mission statements and philosophies of service provider organisations

*Organisational rights may include:*
- the right of participation or non participation to the degree desired
- the right to receive quality service
- the right to refuse services
The needs of the client may include:
- physical and emotional security
- support and care
- economic support
- household assistance and maintenance

Workers responsibilities may include working within:
- care/case plan
- job description and job role
- training received
- relevant legislation such as Poisons Act, State Nursing Acts, Podiatrists Acts, etc

Factors affecting client exercising rights may include:
- person's culture
- another language
- gender relationships
- different emphasis on time and work
- different views of personal space and touch
- different beliefs on the community and family
- individual religious beliefs

Legal rights of the client may include:
- rights of common law
- rights outlined under relevant outcomes standards
- rights under the constitution
- rights under legislation

Evidence Guide

Critical aspects of assessment:
- understanding of duty of care requirements
- work is performed within duty of care requirements
- upholds the and supports the rights and interests of client groups in the workplace, except where contradicted by the clients' functioning and mental state

Interdependent assessment of units:
- this unit can be assessed with units on communication if these are part of the package

Underpinning knowledge and skills may include:
- common health problems and their effects
- statements of rights, eg. UN Charter, relevant outcomes standards documents
- common risks to client safety
- organisational guidelines
- rights and responsibilities of client
- awareness of discriminatory actions
- oral communication competence in order to represent the interests, rights and needs of the client to supervisor. Language used may be English or community language depending on the organisation
- written communication may be required if organisational policies and procedures require client needs to be represented in written form

Resource implications:
- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment
Consistency in performance:
• assessment may include observation, questioning and evidence gathered from a workplace environment. Workplace evidence can include testimonials from colleagues or clients
• assessment may be conducted on one or more occasions but must include the normal range of workplace situations

Context of assessment:
• this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCADMIN1A Undertake basic administrative duties

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Organisational reporting procedures are followed | • information is reported in accordance with organisational requirements  
• details are reported clearly, and accurately  
• reports are distributed according to organisation's policy and procedures  
• records are kept secured according to organisation's policy and procedures  
• materials and supplies are replenished according to organisations policy and procedures |
| 2. Use workplace equipment | • equipment relevant to the work role is used according to instructions and guidelines  
• assistance and guidance from other staff is sought and obtained as appropriate  
• malfunctions are reported to the appropriate person |

Range of variables

Reporting procedures may include those for:
- written records  
- supplies

Reports may be:
- verbal or written  
- in English or community language as required by the organisation/service

Records may include those relating to:
- administrative tasks  
- staff eg. job sheets, time sheets, rosters  
- users of the service eg. referral sheets, meal charts  
- nursing reports  
- specialised charts eg. bowel charts  
- other services

Workplace equipment may include:
- photocopiers  
- telephones  
- answering machines  
- computers  
- fax machines  
- E mail  
- two way radios  
- vacuum cleaners  
- microwave ovens

Evidence Guide

Critical aspects of assessment
- relevant policies, guidelines and procedures of the organisation relating to administrative duties are followed  
- completion of documentation, if required by organisation/service
Underpinning knowledge:
• organisational policies and procedures for recording information and keeping records
• organisational policies and procedures for maintaining supplies

Underpinning skills:
• use of workplace equipment appropriate to job role
• language, literacy and numeracy competence appropriate to the requirements of the organisation and client group. This may range from oral communication skills if reporting verbally, to writing skills if filling in work forms. Organisational forms may also vary in complexity. Language used may be English or a community language

Resource implications:
• access to appropriate workplace where assessment can be conducted or
• simulation of realistic workplace setting

Consistency in performance:
• assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials, portfolios or completed workplace records/documentation
• assessment may be conducted on one occasion but must include the normal range of workplace situations

Context of assessment:
• this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCADMIN2A Provide administrative support

Providing administrative support to a small or medium sized organisation/service area.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Use and maintain equipment and machines | • equipment appropriate to the task is selected and used according to organisational procedures and manufacturer’s instructions  
• issues/problems arising from operation of equipment are dealt with in accordance with organisational procedures  
• training to use particular systems and equipment is undertaken as needed  
• appropriate action is taken to ensure the physical security of property and assets  
• storage and disposal of equipment and materials is done according to organisational procedures  
• equipment is maintained according to manufacturer’s specifications  
• all relevant documentation and records are maintained accurately  
• documentation and records are kept according to organisational procedures  
• supplies and stores are monitored  
• additional supplies and stores are ordered according to organisational procedures |
| 2. Meet administrative requirements | • maintain accurate administrative records as required by the organisation  
• reports are prepared as required, and to the standard required by the organisation  
• documentation and reports are made available to relevant personnel as required  
• use of finance resources are according to organisational guidelines  
• records are stored in a secure place  
• security, privacy and confidentiality policies of the organisation are maintained |

Range of variables

*Equipment may includes:*
- office equipment
- vehicles
- maintenance equipment
- appliances
- machinery

*Relevant documentation and records may include:*
- sign on/sign off sheets
- purpose designed report forms
Administrative records may include:
- accounting records eg. account for payments, petty cash payments, purchases
- client records eg. client statistics, client details, contact numbers etc.
- assessment and referral records
- records of jobs/clients attended

Reports may be:
- notes
- memos
- letters
- records
- chart reports

Evidence Guide

This unit is based on the 1996 Second Edition cross industry Clerical and Administration competency standards units, COM201 and COM202

Critical aspects of assessment
- competency should be demonstrated over the full range of equipment that the worker would be expected to use
- relevant policies, guidelines and procedures of the organisation relating to administrative duties are followed
- completion of documentation as required by the organisation/service

Underpinning knowledge:
- organisation reporting procedures
- manufacturers guidelines for particular equipment
- organisational equipment, ordering and recording systems
- organisational occupational health and safety policies
- organisational financial policies and procedures

Underpinning skills:
- communication with team members and management
- language competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Oral communication skills range from listening to instructions or short presentations on workplace equipment, asking questions to clarify points or issues, to providing information to others. Language used may be English or a community language
- literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Writing skills may range from the need to fill out a simple form to completion of a short client report. Reading skills may range from understanding safety signs to reading instructions on how to use equipment
- numeracy competence required to fulfil the procedures of the organisation/service, and according to support available. Numeracy tasks may range from the need to count supplies to recording information on an organisational form

Note: support may be provided from within the organisation eg. supervisor or outside the organisation eg. consultant

Resource implications:
- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment
Consistency in performance:
• assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials, portfolios or copies of completed workplace records/documentation
• assessment may be conducted on one occasion but must include the normal range of workplace situations

Context of assessment:
• this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
### CHCADMIN3A Undertake administrative work

Undertaking a range of administrative functions in the workplace.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Maintain accounts | • accounts are prepared and presented in accordance with organisational procedures and timeframes, as required  
• purchasing procedures are implemented in accordance with organisational procedures  
• receipts to account for any expenditure are provided  
• expenditure and income is routinely monitored against budgets where applicable  
• accurate records are maintained and provided to relevant people as required  
• any discrepancies in account records are reported in accordance with organisational procedures |
| 2. Participate in budgeting processes | • where required, information and advice is assembled and provided, to facilitate budget and resource planning  
• all required record keeping is accurate and up to date to maintain the integrity of budget and resource planning procedures  
• any suggested variations to the budget are developed and provided to relevant people |
| 3. Operate equipment | • equipment appropriate to the task is selected and utilised according to organisational procedures and manufacturer's guidelines  
• equipment faults are dealt with in accordance with organisational procedures  
• training to use equipment is sought and undertaken as necessary |
| 4. Maintain equipment | • manufacturer's guidelines and supplier's instructions are followed when maintaining equipment  
• necessary maintenance action is identified and appropriate action is taken  
• security and safety implications of equipment faults are identified, reported and addressed  
• repairs are only undertaken within authorised procedures |
| 5. Monitor equipment use and needs | • record maintenance and storage is up to date and accurate and enables ready access by appropriate personnel  
• information on equipment needs is used for resource planning  
• the use of stores and equipment is monitored, and where appropriate, arrangements are made for replacement  
• purchases made, reflect consideration of economical and effective choices of equipment and suppliers  
• purchasing and replacement procedures are consistent with relevant budgetary and organisational guidelines  
• all records are maintained as appropriate |
Range of variables

*Equipment may include:*  
- office equipment  
- vehicles  
- maintenance equipment  
- domestic appliances  
- machinery  
- computers

*Accounting records and requirements may include:*  
- account for payments  
- petty cash payments  
- purchases

*Suppliers may be:*  
- internal government  
- private commercial  
- donors

Evidence Guide

This unit is based on the 1996 Second Edition cross industry Clerical and Administration competency standards units, COM201 and COM202

*Critical aspects of assessment:*  
- competency should be demonstrated over the full range of equipment that the worker would be expected to use in the workplace

*Underpinning knowledge:*  
- organisation reporting procedures  
- manufacturers guidelines for particular equipment  
- organisation equipment ordering and recording systems  
- organisational occupational health and safety policies

*Resource implications:*  
- access to appropriate workplace where assessment can be conducted or  
- simulation of realistic workplace setting for assessment

*Consistency in performance:*  
- assessment may include observation, questioning and evidence gathered from the workplace environment  
- assessment may be conducted on one occasion but should include the normal range of workplace situations

*Context of assessment:*  
- this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCADMIN4A Manage the organisation's finances, accounts and resources

Managing the financial, accounting and resourcing systems of the workplace to uphold accountability and efficiency requirements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Implement budget processes | • the budgets are prepared in light of desired program performance outcomes and forward planning priorities  
• the budget planning process is participatory and formats are clear and standardised  
• the budget is submitted for approval on time and in an appropriate format  
• requirements and contracts with funding bodies are developed and prepared in accordance with organisational procedures  
• the approved budget is communicated to other staff |
| 2. Establish and implement systems for financial management and reporting | • legal and organisational requirements in relation to financial management and reporting are adhered to  
• appropriate financial reports are prepared as required by the organisation and/or funding body  
• book keeping, accounting systems and asset management are developed and implemented to ensure that accurate and comprehensive records of income and expenditure are appropriately maintained  
• regular reconciliation against operational budgets is undertaken and any deviations acted upon as appropriate |
| 3. Manage the use of funds | • actual income and expenditure is checked against budgets at regular, identified intervals  
• expenditure is within agreed limits, does not compromise future spending requirements and conforms to the organisation's policy and procedures  
• where there are actual or potential deviations from budget the appropriate people are notified and proposals for corrective action are developed, and implemented  
• where appropriate, funds are invested in accordance with organisational procedures  
• guidelines are followed for the management of unspent funds |
| 4. Develop and recommend funding options | • research and feasibility studies to acquire funding and resources are undertaken and the results reported to appropriate personnel  
• where appropriate, funding submissions are prepared in accordance with relevant guidelines, liaison is maintained with funding body to monitor progress of the submission, undertake negotiations and make revisions as necessary  
• contingency plans are developed to accommodate possible shortfalls in funding and resourcing |
| 5. Develop and implement resourcing proposals to meet operational needs | • resource proposals are developed, taking account of client and stakeholder needs, organisational objectives and operational plans  
• recommendations to vary operational plans to fit resource availability are negotiated with relevant personnel  
• plans are developed to maximise value gained from the organisation's resources  
• strategies are developed and implemented to ensure the organisation's resource needs are met within the constraints of budget allocations, existing resources, contingencies, and available resource providers |
|---|---|
| 6. Monitor resource usage and performance | • resource usage is monitored against organisational targets, and any deviations investigated and rectified in accordance with organisational procedures  
• support and training as appropriate is provided to individuals and teams who have difficulties in using resources to the required standard  
• systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with organisational requirements  
• budget and financial information is analysed and interpreted to monitor productivity and performance |
| 7. Manage property, equipment and stores | • organisational procedures are followed when assessing suitability and safety of buildings and equipment  
• the organisation's asset register is maintained as required  
• upgrade plans for building and equipment maintenance are established and implemented as required  
• all relevant occupational health and safety and other legislation is adhered to  
• procedures are in place to achieve the most competitive pricing for goods and services |

**Range of Variables**

*Budgeting and financial obligations may include:*  
• monthly or other reports  
• balance sheets  
• awards and other staffing requirements  
• tax office requirements  
• insurance requirements  
• auditing

*Appropriate parties may include:*  
• board of management  
• other staff  
• government  
• funding providers  
• clients

*Legal requirements may include those relating to:*  
• annual and other reports  
• audit processes  
• insurance  
• relevant awards
• taxation and superannuation
• acquittal of funds

Resources may include:
• staffing levels
• time
• finance
• buildings/facilities
• transport
• information systems
• equipment, supplies and stores

Evidence Guide

Critical aspects of assessment:
• competency should be demonstrated over the full range of financial, accounting and resourcing systems that the worker would be expected to use in the workplace

Underpinning knowledge:
• awards and agreements
• organisational guidelines
• taxation office requirements
• insurance requirements
• incorporation requirements
• auditing procedures and requirements
• organisations procedures and practices
• principles and practices of effective resource management
• budgeting and planning processes and practices
• financial management models and practices
• quality assurance mechanisms
• principles of continuous improvement

Underpinning skills:
• computerised accounting
• manual accounting
• book keeping
• budgeting
• reconciliation
• investment planning
• financial management
• information technology application

Resource implications:
• access to appropriate workplace where assessment can be conducted or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observation, questioning and evidence gathered from the workplace environment eg. completed budgets, portfolios etc
• assessment may be conducted on one occasion but must include the range of management tasks used in the workplace

Context of assessment:
• this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCCD1A Support community participation

Providing a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Work with individuals and the community to promote participation | • work is undertaken to identify key community issues to be addressed  
  • to address community issues planning is undertaken to ensure:  
    ◊ appropriate policies and strategies are developed  
    ◊ adequate resourcing is identified  
    ◊ key people are consulted  
    ◊ identified needs are addressed  
  • processes are forward looking and proactive  
  • appropriate interpersonal and networking skills are used to enlist support from key people and groups  
  • opportunities are provided for community input to planning provision of services  
  • community input and participation in services is guaranteed |
| 2. Support existing community activities | • appropriate review of the relevance of existing community activities is undertaken, based on changing community needs  
  • relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation  
  • all work undertaken is in accordance with organisational policies and procedures  
  • support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities  
  • all documentation on activities is kept in accordance with organisational policies and procedures  
  • appropriate support is provided to community groups to become self managing in the implementation of plans |

Range of variables

Working with the community may include the following activities:
- health promotion
- community development
- training and education

Opportunities for consumers, community members and groups to participate may include:
- systems within and outside the organisation
- activities at program, operative and management levels
- formal and informal systems
- focus groups on relevant issues
- inviting community participation on organisational committees e.g. quality assurance committees, ethics committees
- through publications
- group facilitation
- peer education/training
- seminars and workshops
**Key people may include:**
- advocacy groups
- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles

**Strategies which the worker may develop may include:**
- development of new business, employment opportunities for individuals
- establishment of advocacy groups
- health promotion activities
- development of community facilities
- strategies to increase access to facilities, services or decision making
- providing direction, advice and information

**Information and resources may include:**
- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- skills/administrative support
- physical, transport, venues, material, equipment
- developmental training
- financial

**Evidence Guide**

**Critical aspects of assessment:**
- candidates will need to demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

**Underpinning knowledge:**
- community development methods and their principles and practices
- impact of cultural or community attitudes on organisational planning
- funding sources and their policies and strategies for encouraging community input and participation
- organisational budget and funding allocation
- local, state and federal strategies/legislation
- health promotion (as per Ottawa Charter)

**Underpinning skills:**
- research relating to the community
- policy development
- report writing
- ability to evaluate effectiveness of community based activities
- budgeting
- negotiation, liaison, networking
- marketing
- facilitation

**Resource implications:**
- demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes
*Consistency of performance:*
• consistency of performance should consider the organisational and individual context within which work take place

*Context of assessment:*
• this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
CHCCD2A Provide community education programs

Working with the community to develop and provide education programs on relevant issues.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the education program</td>
<td>• program plan is developed in consultation with key people and organisations and identifies priorities and desired outcomes to address issues of concerns of target group/s, appropriate human, financial and physical resources are identified and secured, marketing materials are prepared and disseminated to target audience and others as appropriate</td>
</tr>
<tr>
<td>2. Deliver the education program</td>
<td>• strategies for delivery of the program are developed and implemented to ensure maximum effectiveness, education/resource materials appropriate to the context, issue and audience are developed and distributed, strategies are implemented to encourage full participation in the program and the expression of views and feelings about its process or content, program adjustments are made as required to meet the needs of specific groups, feedback on the education program or activity is sought from participants</td>
</tr>
<tr>
<td>3. Review the education program</td>
<td>• the education program is assessed against the planned goals and objectives in accordance with organisational policies and procedures, outcomes of program evaluations are discussed with key people and organisations to determine future directions, education program outcomes are documented, and where necessary acted on in accordance with organisational procedures</td>
</tr>
</tbody>
</table>

Range of variables

*Education programs may include:*
- programs of varying scope and scale ranging from state wide initiatives, to specific activities
  - a single event, such as an information stall in a shopping centre
  - a multi session education and skill development program
  - a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a statewide education campaign involving mass media information

*Key people and organisations may include:*
- target group
- other relevant organisations
- funding bodies
- community support groups
- the media

*Resources may include:*
- equipment
- staff skills
- time
- space
- venue
- educational materials
• funding

Marketing materials must be:
• culturally appropriate

Assessment and evaluation of the education program may include:
• use of feedback material
• discussions with stakeholders, organisations and other participants
• discussion with colleagues

Evidence Guide

Critical aspects of assessment:
• matching education activities with community needs and priorities
• collaboration and consultation with key people and organisations
• delivering high quality innovative educational programs

Underpinning knowledge:
• needs assessment and analysis
• goals and objectives for programs selected
• resource availability for particular programs
• strategies and actions needed to achieve goals
• organisational policies and procedures for dealing with the media
• accountability requirements
• resources and support within the community
• government funding policies
• knowledge of local area
• relevant local, state and federal strategies

Underpinning skills:
• liaison and networking
• communication
• research skills
• time management
• budgeting
• report writing
• evaluation
• presentation
• marketing and promotion
• negotiation

Resource implications:
• access to appropriate resources for developing, delivering and evaluating community education programs (or access to an appropriately simulated environment)

Consistency in performance:
• consistency in performance should consider the organisational and individual context within which work takes place

Context of assessment:
• this unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment
CHCCD3A Meet information needs of the community

Working with the community and individuals to identify and address their information needs.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Identify information requirements | • appropriate mechanisms are employed to identify the information requirements of the community and specific groups  
                                          • current, accurate and comprehensive information is collected and maintained on a range of relevant issues/services for the group to ensure the information needs will be met  
                                          • gaps or inadequacies in the information base are identified and strategies are implemented to address them                                                                 |
| 2. Address information requirements   | • where possible, existing information sources are accessed to meet individual/community needs  
                                          • the adequacy of existing information is sources and materials in meeting needs is routinely evaluated  
                                          • where the development of new information materials is needed, options are explored in consultation with users and stakeholders  
                                          • in planning the development of new information/materials, all aspects of implementation are addressed including:  
                                          ◊ content, structure and relevance  
                                          ◊ financial, technological and staffing resourcing  
                                          ◊ staff training needs  
                                          • strategies are implemented to continuously improve the effectiveness of information materials and systems                                                                 |
**Evidence Guide**

**Critical aspects of assessment:**
- assessing the organisation's information needs, analysing current capacity for them to be met, determining requirements for new materials and doing appropriate work to develop them
- using and maintaining a range of information storage systems

**Underpinning knowledge:**
- a range of systems that can be used to obtain information
- a range of systems that can be used to store and record information
- basic project management
- preparation, editing, publishing materials/information

**Underpinning skills:**
- literacy adequate to handle and prepare complex written information
- use of relevant information system

**Resource implications:**
- access to a workplace or an appropriately simulated environment

**Consistency in performance:**
- consistency in performance should consider requirements of relevant information systems

**Context of assessment**
- This unit can be assessed in the workplace or in a relevant simulation
CHCCD4A Develop and implement community programs

Developing community programs to ensure maximum participation.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Develop program parameters            | • issues of wide community concern are analysed to develop an agency position and to ascertain the need for new program(s)  
• appropriate work is undertaken to ascertain support, capacity for a coordinated effort and factors which will effect provision of services  
• research is undertaken to identify key propel, issues to be addressed, possible strategies and options for action  
• appropriate planning and liaison is undertaken including developing concept plans in consultation with relevant communities and stakeholders |
| 2. Design programs with the community     | • a program plan is developed which reflects identified parameters and incorporates an evaluation of a range of program options  
• consultation is undertaken to determine preferred program options particularly in areas of high need or with targeted communities  
• help from participating agencies is sought for implementation arrangements  
• resources are identified and sought |
| 3. Implement programs                     | • where appropriate, pilots are conducted, evaluated and adjustments are made to ensure the program achieves its objectives  
• programs are implemented in accordance with the development plan  
• promotion and marketing strategies are developed and implemented  
• systems and resources for administrative support of community programs are developed and maintained  
• target group is encouraged to participate fully in the program |
| 4. Evaluate programs                      | • program design and outcomes are evaluated according to criteria and specifications identified in the program plan  
• results of evaluation are used for revision and ongoing development  
• interested and/or relevant people are involved in program evaluation |

Range of variables

*Community may be:*

- individuals and groups defined by organisational programs and services
- other agencies providing services to the designated individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs
- geographic
Community programs may include:
- community development activities and strategies
- education and information programs

Stakeholders may include:
- residents within a community
- businesses within or related to a community
- advocacy and special interest groups
- decision makers and community leaders
- individuals, groups and communities affected by issues or strategies
- owners or managers of resources required
- grants/funding agencies
- government and non government organisations
- peak bodies
- colleagues and collaborators

Implementation strategies may include:
- community/public education, awareness raising
- lobbying and advocacy
- development of new services, opportunities
- developing the capacity of individuals, groups and communities to meet their own needs and objectives
- non violent direct action
- participatory action research
- development of new businesses or employment opportunities
- health promotion, development of healthy communities/attitudes and environmental causes of ill health
- development of community resources and facilities
- development of recreational/entertainment
- adjustments to existing programs/services to make them more accessible to young people
- strategies to increase access to facilities, services
- decision making including cost, physical, information
- public processes

Resources may include:
- information
- knowledge/skills
- equipment and materials
- facilities, buildings, transport
- organisational structures, networks
- sector/regional networks
- access to decision makers
- management support
- personnel
- money

Evaluation of program options may include:
- projected outcomes to achieve objectives
- cost efficiency and effectiveness
- relevance to high needs and priorities
- scope and coverage
- capacity to evaluate
- availability of resources/skills
- consistency of philosophy
- ethical considerations
- impact on organisation/other services/programs
- personnel/industrial/employment implications
- legislative/statutory/accountability implications
Promotion and marketing strategies may include:

- letters (by FAX, mail, or any other means of transmission)
- newsletters/journals
- internal organisation communication (eg. internal memos, minutes of meetings)
- artwork, graphics
- reports, discussion papers, briefing papers
- brochures, fliers and written advertisements
- posters
- audio and audio visual productions
- performing arts presentations
- verbal/public presentations
- meetings, seminars, workshops and forums
- print or telecommunications media

Consultation strategies may include:

- meetings, seminars, workshops or other forums
- interviews (formal and informal)
- written surveys (questionnaires, letters, submissions)
- suggestion boxes
- alternative communication such as graffiti walls
- networks
- professional associations
- call for submissions

Evidence Guide

Critical aspects of assessment:

- effective management of community programs through the application of current accepted best practice

  Underpinning knowledge:
  - the cultures, concerns, beliefs and aspirations of the community in question
  - the impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
  - the impact of cultural and community attitudes within that community
  - the implications of differences in attitudes and values
  - community development as a social change strategy
  - decision making structures and processes at organisation, community, regional and system level
  - relevant legislation and public policies
  - social, community and youth issues

Underpinning skills:

- research and consultation
- application of a range of community development approaches
- coordination of people, processes and information
- 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
- verbal and written communication
- analysis of complex issues
- literacy adequate to prepare a range of resource material appropriate to the target group
- working with and through community leaders
Resource implications:
• access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

Consistency in performance:
• consistency in performance should consider specific program and community requirements

Context of assessment
• this unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community
CHCCD5A Develop community resources

Working with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Assess community resource requirements | • resource requirements are identified through consultation with networks and key people and organisations  
• existing community resources available are researched and assessed for their capacity to meet needs of the group  
• strategies are developed to address gaps in available resources  
• priorities are determined according to organisational policy and procedures |
| 2. Develop and acquire resources | • strategies for the provision of resources are developed to assist in meeting organisational objectives within funding considerations  
• resources are developed in consultation with key people  
• all relevant organisational processes and procedures are followed to ensure endorsement and guarantee implementation |
| 3. Facilitate community access to resources | • availability of resources are publicised to target group, key people and organisations to encourage participation in activities  
• resources are made available to all users as required in accordance with organisational procedures  
• resources are reviewed regularly to ensure usefulness and currency |

Range of variables

Key people and organisations may include:
• government and non government organisations
• the service’s networks
• staff
• committee of management
• specialist organisations

Sources for addressing resource gaps may include:
• external grants
• commercial fund raising
• internal allocations
• other services/agencies
• donations
• exchanges
• sharing

Strategies for addressing resource gaps may include:
• grant submissions
• commercial enterprise
• fee for service
• internal reallocation
• internal cross subsidies
• sponsorship/donations
• exchanges/sharing/pooling

**Resources may include:**
• information
• education
• databases
• library (paper based or electronic)
• finances
• equipment and materials
• skills and expertise
• capital assets
• technology

**Evidence Guide**

**Critical aspects of assessment:**
• ability to identify community needs and match a range of appropriate resources to meet those needs
• capacity to operate within specific communities or across a number of groups

**Underpinning knowledge**
• a range of systems that can be used to obtain, store and record information
• a range of resource media
• organisational strategic plan
• organisational resourcing policies and procedures
• key people and organisations
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 22):
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
• mental health

**Underpinning skills**
• basic project management
• networking
• information management
• information presentation
• negotiation techniques
• design and preparation of materials including relevant information technology

**Resource implications:**
• access to an appropriate workplace or community or accurately simulated environment

**Consistency in performance:**
• consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

**Context of assessment**
• this unit should be assessed on the job or through simulation
## CHCCD6A Establish and develop community organisations

Work with the community to establish new organisations and networks.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Establish the need, purpose and philosophy for the organisation | - the need, purpose and philosophy for establishment of a new organisation is identified and assessed in consultation with relevant stakeholders for the organisation  
- negotiations are carried out in a way which generates support for the needs and rights of the target group and which takes account of the relevant viewpoints and perspectives  
- all establishment work is based on defined community development method  
- goals and objectives consistent with the purpose and philosophy of the organisation are clarified and negotiated with key stakeholders |
| 2. Review and develop organisational structures | - the proposed purpose, scope, impact and process for change are identified and assessed, for incorporation in planning  
- appropriate reporting on all aspects of the proposed plan is prepared and submitted for approval by the decision makers  
- appropriate consultation is undertaken to ensure all stakeholders play a major role throughout the restructure process  
- relevant organisations and stakeholders consulted about proposed structural changes and where appropriate arrangements are made for consultation throughout the process  
- the strengths and weaknesses of a range of potential forms and models of organisations are assessed  
- an appropriate structure consistent with the purpose, philosophy and roles of the organisation, and which meet industrial, legal and policy requirements is developed  
- appropriate mechanisms are established to oversight the task  
- ongoing advice is provided to decision makers as required on all aspects of the proposed changes and implementation strategy  
- restructure is implemented in line with the approved strategy |
| 3. Meet legal requirements to establish or develop the organisation | - legal requirements to establish the organisation are identified and adhered to  
- records required to meet legal requirements are prepared, authorised and handled appropriately |
| 4. Market and promote the organisation changes | - the benefits of the new organisation or organisational changes are promoted to stakeholders, target groups and within the organisation to ensure maximum effectiveness  
- appropriate evaluation and monitoring processes are implemented to ensure maximum effectiveness of the changes |
Range of Variables

Stakeholders may include:

- individuals
- families and care givers
- members of the local community (including residents, businesses, workers, representatives such as councillors or politicians)
- community groups (including services, interest groups, cultural groups, churches, clubs and associations)
- government at local, state and national levels in both parliamentary, representative and bureaucratic officer levels
- government departments, agencies and service (including human services public utilities, police)
- political parties
- other community services including workers, management and networks of services
- unions
- employers and employer groups
- relevant peak bodies and networks
- education and training providers
- experts on the subject, issue, situation or service

Organisations may include:

- specific organisations, services or programs
- government or non government organisations
- units or branches within larger organisations
- community services/organisations which provide services to young people as one of their target groups

Resources may include:

- funding
- paid/unpaid workers
- specialists
- referral networks
- venues, facilities, equipment

Submissions seeking resources may be:

- direct negotiation with sources
- written
- competitive tenders
- expressions of interest

Funding sources may include:

- government (local, state and federal)
- philanthropic agencies
- private business and sponsorship
- bequests, donations and other private grants
- money raised by fundraising events
- sale of resources
- fees for services

Activities, programs, projects and strategies are implemented within requirements and guidelines established by:

- organisation constitution, policies, guidelines and procedures
- legislation relating to occupational health and safety, access and equity, equal opportunities, industrial relations, corporate affairs and incorporation
- contracts
- relevant legislation
- duty of care, codes of professional conduct/ethics
Communication media for promotion purposes may include:

- informal word of mouth networking
- public presentations
- conferences, forums and seminars
- letters
- fliers, brochures and other written advertisements
- reports and discussion papers
- posters and other artwork
- audio visual advertisements/presentations/interviews
- performing arts pieces
- media interviews, press release

Evidence Guide

Critical aspects of assessment:

- effective collaboration with communities and key stakeholders to achieve an agreed outcome
- establishment and development of community organisations based on identified community needs, community development methodologies and in accordance with current accepted best practice

Underpinning knowledge:

- consultation and research methodologies
- community development principles
- organisational design and management principles
- community services and health networks and stakeholders
- funding sources
- principles of project management
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islanders
  - mental health

Underpinning skills:

- research and analysis
- negotiation
- complex communication skills including submission writing
- strategic organisational planning
- publicity, marketing, public relations and promotion
- networking
- financial analysis and management
- program review and planning

Resource implications:

- access to an appropriate workplace or community or to an appropriately simulated environment

Consistency in performance:

- consistency in performance should be based on requirements for the establishment and development of community organisations in specific circumstances

Context of assessment:

- this unit should be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
CHCCD7A Support community resources

This unit applies to the work performed in providing and maintaining support to community groups.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 1. Develop an information base | • relevant information about the community, its organisations and services is collected and stored according to the organisational practices so ongoing work is facilitated  
• a current directory of community resources is maintained so it is useable and accessible |
| 2. Establish relationship with key people | • appropriate contact is established and maintained with key people using a range of communication strategies to ensure that the outcomes from work in the community is maximised  
• the roles and responsibilities of key people and services are defined so that work is effective and coordinated |
| 3. Apply strategies for linking people | • appropriate work is undertaken to create opportunities to develop supportive connections between key people including arranging and conducting meetings  
• obstacles to effective contact between people are identified and appropriate strategies are developed to overcome these  
• appropriate levels of ongoing support is provided to promote community interaction |
| 4. Maintain community facilities and resources | • all relevant records are maintained and made available as required to facilitate community interaction  
• appropriate work is undertaken to ensure that maintenance of community resources is carried out according to organisational procedures and budget allocations  
• appropriate action is taken to ensure public and communal areas are accessible and meet community needs |

Range of Variables:

*Community may include:*
- individuals and groups defined by organisation programs and services  
- other agencies providing services to individuals and groups  
- people with specified needs and interests  
- people using the organisation's services/programs

*Relevant information about the community may include:*
- composition and social/cultural profile  
- cultural characteristics  
- scope defined by organisation's objectives and priorities  
- size  
- nature and history of issues and interests  
- range and nature of other services  
- existing practice, process and protocol
Information about the community may include:
• data base of key people
• details of other services/agencies
• networks, support systems, groups
• resources
• protocols for communication

Key people may include:
• people with an interest in the purpose of the organisation
• designated groups in the community
• community leaders, representatives
• other providers
• people using the services of the organisation
• specialist providers

Communication strategies may include:
• attending meetings, groups, shift hand over etc.
• phone contact
• sharing information
• information newsletter

Resources may include:
• premises, grounds, accommodation, workplaces
• purpose designed and provided for the community or workplace
• exclusive use, ownership or shared
• equipment and materials
• information
• personnel
• financial

Organisations procedures may include:
• formally documented policies, guidelines, delegations, philosophy
• direction through supervision
• management decisions, directives
• information, data collection, proforma, reporting requirements
• formal and informal negotiated agreements

Evidence Guide:

Critical aspects of assessment:
• provision of a range of types of support to communities according to organisational procedures
• ability to communicate with a range of people in the community
• ability to maintain and access effective networks which contribute to the achievement of objectives
• capacity to motivate individuals and groups to work cooperatively to address common concerns

Underpinning knowledge:
• nature of the community and significant relationships and resources including cultural
• organisation's policies and program/service objectives
• relevant agencies programs and criteria
• communication strategies
• principles of social organisation and structures
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
Underpinning skills:
- oral communication competence required. Assessors should look for the ability to ask questions, listen to information, and seek clarification. Language used may be English or a community language
- reading competence required if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group. Information may be written in English or a community language
- writing skills will be needed if organisations require a written list of community facilities and resources. Assessors should look at documentation that is required by the organisation. Reports and documentation may be required in English or a community language depending on the group. (Note: some organisations may require computer skills if documentation is electronically stored)

Resource implications:
- access to a workplace or community or an environment that effectively simulates workplace or community conditions.

Consistency in performance may include workers ability to:
- describe, with supportive evidence, the nature and structure of the designated community
- describe the structure of the designated community in terms of general concepts of social organisation and structures
- identify organisations policies and relevant guidelines
- identify the objectives, priorities and criteria of the organisation and the services and programs provided
- demonstrate a range of strategies for making contact with and linking people consistent with meeting organisation's objectives
- define own role as worker within the community
- use of available technology for record keeping

Context of assessment:
- worker can be assessed on the job or by simulation. Community is designated by organisation policy
Supporting the community to represent their own needs through social and public action.

### Elements

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Respond to community needs | • appropriate opportunities are planned and implemented so that people in the community can promote their issues  
• a range of forms of consultation and research methods are identified and clarified  
• strategies for meeting community needs are identified, developed and agreed with key people |
| 2. Support identified community needs | • a range of mechanisms and actions to address community needs are assessed for application relevance and appropriateness to meet community needs  
• resources required are calculated and assessed for availability and appropriateness and where possible, provided  
• appropriate work is undertaken to ensure that resourcing to meet community needs is provided and made available |
| 3. Evaluate effectiveness of community action | • the effectiveness of activities is evaluated using accepted strategies and mechanisms  
• progress of strategies are reviewed with key people and required changes are negotiated and implemented  
• outcomes of evaluations are documented and reported to key people |

### Range of Variables:

*Actions for the support of community needs may include:*

- strategies to change, promote or protect existing social structures, services, resources
- initiatives by the community and undertaken by the community and/or agencies
- initiatives undertaken by the organisation and supported by the community and/or agencies
- routinely planned and specific/occasional actions
- general and specially targeted
- social action
- promotion

*Mechanisms may include:*

- structures
- processes/protocol
- consultation, participation, accountability
- review, evaluation
- existing and specially created
- community development strategies

*Resources may include:*

- those of the organisation
- those acquired from other agencies
- system support/administration/policy
- material/financial/facilities/equipment
• developmental/information/training
• information technology

Evidence Guide:

Critical aspects of assessment:
• supporting communities to identify their rights and represent their own needs through social and public action
• motivating individuals and groups to work cooperatively

Underpinning knowledge:
• social structures and systems in the community
• complex cultural awareness
• components of strategic planning
• decision making systems and leadership
• organisation’s guidelines
• community development principles relevant to social action and public processes
• current social policy and its implementation programs
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• evaluation methods
• research methods
• marketing and promotion
• negotiation

Resource implications:
• access to a workplace or community or an appropriately simulated environment

Consistency in performance:
• consistency in performance should consider specific needs of the community and how community action can support these needs

Context of assessment:
• this unit can be assessed in the workplace, in the community or in relevant simulations
CHCCD9A Support community leadership

Designing, providing and promoting a supporting structure and environment to enable effective and viable leadership to be provided within the community.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Develop and maintain support mechanisms         | • a range of support mechanisms are designed to enable the identification of the role, responsibilities, context and accountability of community leadership  
• factors which might have an impact on the effectiveness of community leadership are identified and addressed  
• resources required to support community leadership development are included in resource allocations |
| 2. Promote community leadership                     | • opportunities to routinely promote the importance of community leadership are created and responded to  
• the defined role and importance of community leadership is reflected in the development of organisational structures, processes and practice                                                                                                   |
| 3. Develop leadership skills                        | • learning programs designed to develop leadership skills are designed and provided  
• a range of activities are implemented to assist the development of community leadership  
• individuals are provided with structured and supported opportunities to experience leadership  
• the expertise, skills and contributions of the community to leadership are identified and acknowledged |

Range of variables

**Community leadership may include:**
- individuals acting in a formal representative role
- elected management committees
- formally constituted groups/steering committees/reference groups
- key people with recognised influence

**Support mechanisms may include:**
- structures within the organisation
- resources
- information/training development
- recruitment and selection of leaders and managers
- networks
- groups
- practice frameworks
- individual and ongoing support
- procedures for identifying potential community leaders

**Organisational structures may include:**
- management
- consultations
- accountability
- decision making
- advisory systems
- policy, guidelines, objectives and principles
- resources
Evidence Guide

Critical aspects of assessment:
- identification and development of opportunities for leadership within the community
- providing support for leadership structures and the development of individuals

Underpinning knowledge:
- community development principles and strategies
- concepts of effective leadership
- structure and nature of the community
- organisational systems, guidelines and practice
- significant cultural awareness, practices and protocol
- availability of skills development training
- support mechanisms and structures in the range of relevant communities and cultural contexts

Underpinning skills:
- negotiation, liaison, networking
- facilitation

Resource implications:
- access to a workplace or community or to an effectively simulated environment

Consistency in performance:
- consistency in performance should consider the range of situations in which workers will be supporting community leadership

Context of assessment:
- this unit will be best assessed in the workplace or in an environment that simulates the normal range of workplace conditions
CHCCD10A Provide leadership

Applying 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Develop effective leadership role | • the role, responsibilities and parameters for exercising influence are identified and negotiated with key people in the organisation and community to ensure support  
• authority and accountability are established according to organisation’s guidelines and community requirements  
• factors which will have an impact on leadership style and role are assessed and addressed in the development of individual and organisational practice |
| 2. Provide direction | • consultation structures are developed and maintained to provide support for coordinated planning and decision making  
• strategic alliances with key people are developed and maintained to maximise personal and organisational effectiveness  
• effective communication and interpersonal skills are routinely modeled and promoted  
• appropriate continuous improvement processes are implemented to ensure ongoing effectiveness of work |
| 3. Promote community work and maintain quality performance | • the factors which influence the effectiveness of performance are researched and analysed  
• strategies for promoting the effectiveness of community work are developed and implemented  
• strategies for developing and maintaining quality performance are researched and established  
• performance standards and requirements are developed, negotiated, promoted and used to guide organisational and personal work delivery  
• implementation of changes in practices, policies and procedures is negotiated and promoted to gain support |

Range of Variables:

*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

Strategies for promoting effectiveness of community work may include:
- evidence gathering
- presentation in relevant forums and to key people

Strategies for maintaining 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:
  - organisational
  - sector
  - industry
  - national
  - enterprise
  - individual
  - curriculum/teaching/education provision
  - assessment models/tools
  - appraisal/advance recognition of prior learning
  - appeals mechanisms
  - recognition/accreditation
  - research/publications/promotion/information

Evidence Guide:

Critical aspects of assessment:
- high level leadership to communities to enable achievement of common goals
- influencing effective practice in community work and/or the community services industries

Underpinning knowledge:
- 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

Underpinning skills:
- leadership based on specified objectives and community factors
- strategic planning designed to achieve identified community outcomes
- analysis of community relationships
- high level skills affecting organisations, industry and the broadest community, including:
  - evaluation
  - communication
  - negotiation
  - analysis
  - developmental practice

Resource implications:
- access to appropriate workplace or community or to an environment capable of accurately simulating these

Consistency in performance:
- consistency in performance should relate to outcomes required by community leadership

Context of assessment:
- this unit can be assessed in the workplace, in the community or in relevant simulation
CHCCD11A Provide advocacy and representation

Representing the interests of the community and/or the community services industry. Representation will include the development of community representative and industry participative roles and positions in decision making forum.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| 1. Establish the representative role and process | • role, processes and conditions of representation are identified in consultation with individuals and key groups  
• the support of key people is sought  
• requirements for reporting are determined and implemented |
| 2. Participate in decision making forums | • relevant interests and concerns to be pursued are identified in accordance with organisational priorities  
• work is undertaken to provide a framework for pursuing promotion of relevant interests  
• opportunities to reflect, promote and represent relevant interests are created and responded to routinely within work role  
• the potential impact of the development and decisions is calculated and assessed in terms of objectives and priorities  
• progress and other reports and feedback are provided to key people according to organisation requirements |
| 3. Negotiate outcomes and liaise with key people | • appropriate strategic alliances are identified and developed  
• collaborative planning and action is promoted and supported  
• potential areas of conflict are identified and strategies implemented to address them  
• purpose and objectives are clearly determined and promoted  
• appropriate work is undertaken with organising committees and board of management to maximise effectiveness |
| 4. Evaluate effectiveness of strategies | • actual work outcomes are analysed and reported against agreed objectives  
• adjustments to strategy are implemented according to the evaluation |

Range of Variables:

Representative roles may include:
• advancing the interests of the community through decision making forums  
• action taken to influence decision making processes  
• developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:
  ◊ organisations  
  ◊ programs  
  ◊ services  
  ◊ agencies  
  ◊ industrial representatives  
  ◊ consumers  
  ◊ researchers
Conditions of representation may include:
- authorisation, accountability and protocol
- consultation and delegations
- resources
- terms of reference
- scope, scale and parameters
- role of key people
- existing community structures, systems, networks, processes
- development of an industry position
- requirements of industry mechanisms including:
  - formal and informal networks
  - advisory/steering/reference committees
  - publications
  - conferences/seminars
  - training
  - education
  - formal representative positions

Support may be sought for:
- development of consultation and accountability structures
- development of industry positions

Key people may include:
- experts
- policy/decision makers
- resource managers
- media
- researchers
- trainers
- teachers
- community leaders

Developments may include:
- social/political/economic/industrial changes
- within and outside the organisation structures
- government policy
- ideology
- education
- research findings
- community change

Opportunities may include:
- events
- publicity
- committee membership
- public presentations
- media
- policy development
- special meetings/delegations

Evidence Guide:

Critical aspects of assessment:
- effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
- participation in a range of decision making forums
**Underpinning knowledge**

- social/economic/industrial policy and related theory
- industry and government processes
- community consultation and decision making processes
- power structures and relationships in the community
- community development models
- nature and structure of the community services industry
- social/economic/industrial legislation
- processes and structures relevant to organisational goals and objectives or work role
- industry culture
- models of negotiation
- research methods
- models of management/leadership
- complex cultural awareness
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islanders
  - mental health

**Underpinning skills:**

- research
- negotiation
- presentation
- complex communication
- strategic planning and outcomes measurement
- consultation
- leadership/management

**Resource implications:**

- access to an appropriate workplace or community or to an environment where an accurate simulation can be undertaken for assessment purposes

**Consistency in performance:**

- consistency in performance should consider the range of situations under which workers will provide advocacy and representation

**Context of assessment:**

- this unit can be assessed in the workplace, in the community or in relevant simulation
## CHCCD12A Undertake work in the community services industry

The foundation unit for working in the industry

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</table>
| 1. Operate within a community development framework | • all work undertaken reflects a current working knowledge and understanding of community development philosophies and principles  
• all work reflects a commitment to empowering individuals to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues  
• all work is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society  
• all work reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts |
| 2. Meet duty of care and legal responsibilities | • all work undertaken in the industry reflects understanding and compliance with relevant local, national and international statutory and legislative obligations  
• all work undertaken in the industry reflects an application of:  
◊ accepted industry standards of ethical practice  
◊ the principles of social justice, human rights, anti-discrimination and confidentiality  
◊ practices to address cross cultural issues  
◊ relevant occupational health and safety and equal employment opportunity principles and practices  
◊ practices which protect confidentiality |
| 3. Provide a non-discriminatory service | • all work reflects the application of processes which aim to minimise the impact of own personal biases and experiences  
• all work reflects respect and understanding of individual differences  
• all work reflects recognition of the positive contribution of diversity in the community  
• work processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals |
| 4. Work to address individual issues | • appropriate interpersonal skills are employed to provide a first point of contact where individual stories are heard and understood  
• the capacity of the organisation to address identified individual issues is assessed  
• appropriate referrals are provided both within and outside the organisation to ensure individual issues will be addressed  
• relevant facilitation skills are employed to assist individuals to identify the most appropriate course of action to ensure their issues are addressed  
• all work reflects knowledge and understanding of the impact of applying different methods to address individual issues |
Range of Variables

Work in the industry includes:
- voluntary and paid work

Relevant legislative and statutory obligations include those relating to:
- human and civil rights
- workplace practices

Ethical practices include those relating to:
- professional relationships
- financial management
- information collection, storage and dissemination
- operation of community and other organisations

Areas of difference and diversity include:
- language
- culture and cultural practices relating to:
  - religion/spiritual observances
  - family relationships
  - status/protocol
  - ceremonies/celebrations
  - prohibition/taboo
- social, economic, physical and health issues

Models of work include:
- preventative
- developmental
- remedial
- promotional
- educative

Appropriate course of action include:
- a public response/meeting
- group action
- conducting a specific project
- development of a program
- establishment of organisational arrangements

Evidence Guide

Critical aspects of assessment:
- candidate must demonstrate the application of community development theories and practices to all aspects of work
- being able to elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker

Underpinning knowledge:
- the historical, social, legislative, statutory, political, economic and cultural context of work in the industry
- philosophy and accepted practices of work area
- own biases and personal history related to work area
- strategies for addressing individual differences including:
  - legal and organisational requirements relating to duty of care, confidentiality and ethical practices
  - principles and practices of a community development work
  - work models
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
◊ alcohol and other drugs
◊ cultural and linguistic diversity
◊ risk of self harm
◊ women
◊ men
◊ community education
◊ Aboriginal and Torres Strait Islanders
◊ mental health

**Underpinning skills:**
- communication and interpersonal skills relevant to work area
- use of appropriate personal authority and influence to enhance work role
- analysis and assessment
- relevant literacy standards and skills to meet reporting requirements of work area
- reflective listening
- referral

**Resource implications:**
- access to a workplace or to an environment that accurately simulates the workplace

**Consistency in performance:**
- consistency in performance should consider the worker’s role and responsibilities in the workplace

**Context of assessment:**
- this unit is best assessed in the workplace or in an environment that can accurately simulate the workplace
CHCCD13A Work within specific communities

Working with individuals or groups in specific communities.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Define the issues of specific communities or groups | • the details of individual and group issues of the specific community are identified through appropriate research and consultation  
• the values and structures of the community as they impact on individuals and groups are identified  
• preferred means of dealing with individuals and groups from specific communities are identified by appropriate research and consultation |
| 2. Undertake relevant work in the context of specific communities or groups | • the values, issues and structures within specific communities are used to define the ways of working  
• relevant community structures are identified and utilised to maximise outcomes for individuals and groups  
• work within communities is consistent with defined job role and organisational policies and procedures  
• interpersonal skills are utilised which are consistent with community practices and standards |
| 3. Evaluate work undertaken within specific communities | • appropriate evaluation of work is undertaken in consultation with relevant community stakeholders  
• work within communities is monitored to ensure reflection of relevant values and structures  
• evaluation ensures responsiveness to community needs and issues |

Range of Variables

*Issues within specific communities may relate to:*

- cultural and linguistic diversity  
- risk of self harm  
- mental health  
- gender  
- sexuality  
- age  
- general health  
- alcohol and other drugs abuse  
- disability  
- location eg. urban, rural and remote  
- income  
- family systems  
- religion

*Work may relate to:*

- specific groups, issues or communities eg. health issues of young people from particular cultural backgrounds and/or geographic areas  
- research activities  
- policy development  
- advocacy  
- referrals  
- project development and implementation  
- project design and implementation
Context of work may include:
- social, political and economic issues impacting upon specific communities and groups
- models of community development
- organisational policies and procedures
- legislative and statutory frameworks

Values and structures may include
- cultural preference and mores of specific groups eg.
  ◊ religious/spiritual observances
  ◊ language
  ◊ family relationships
  ◊ status/protocol
  ◊ ceremonies/celebrations
  ◊ prohibitions/taboo

Evidence Guide

Critical Aspects of assessment:
- the candidate must demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

Consistency in performance:
- the candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools including observation, reports from supervisors or other key people and confirmation from key community leaders

Underpinning knowledge:
- composition of specific community and group structures, practices and values
- specific communication protocols and practices
- social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- organisational procedures for working with specific communities
- relevant networks, people, stakeholders

Underpinning skills:
- consultation
- facilitation
- research
- high level interpersonal

Resource implication:
- access to a workplace or to an environment that accurately simulates the workplace

Context of assessment
- this unit may be assessed on the job using appropriate relevant materials and examples or through simulation
### CHCCD14A Implement a Community development strategy

Working with individuals and in the community to facilitate public awareness and resolution of issues.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. **Work with individuals to identify issues** | • appropriate interpersonal skills are used routinely to with individuals to ensure that their story is heard and understood and to test that there is common understanding  
• responses to individual concerns are in a manner which shows respect and a commitment to assist in the resolution of individual concerns  
• appropriate referrals are provided to assist resolution of other personal issues  
• appropriate facilitation is provided to seek agreement on how to proceed so individual issues will be resolved  
• barriers to moving private concerns into public action are identified and addressed |
| 2. **Work with individuals and groups to establish cooperative processes** | • assessment is undertaken of relevant models of work to ensure individual and group needs will be met  
• appropriate work is undertaken to identify and establish mechanisms and actions to address common issues  
• a range of opportunities are organised to gain community participation including through organisation of public meetings  
• appropriate work is undertaken with the group to facilitate the development of common goals and coordinated strategies so their issues will be addressed  
• a range of appropriate interpersonal skills are employed to motivate the group to work cooperatively  
• work is undertaken to involve key people in planning, implementing and evaluating strategies for community involvement  
• advice and information is provided to the group as required to ensure they are fully informed about relevant issues and opportunities  
• all reporting requirements are met in accordance with organisational procedures |
| 3. **Support group processes** | • available resources are identified and accessed to ensure success of group /community meetings and other cooperative processes  
• appropriate work is undertaken to implement operational arrangements which will facilitate groups meetings and enhance outcomes  
• appropriate levels of support within the defined work role is provided to maintain group processes and to facilitate achievement of identified outcomes by the group  
• work is undertaken to ensure that feedback on the effectiveness of group processes is collected and provided to the group to enable improvement and change as required  
• assistance is provided to the group to access additional assistance and resources as required |
Range of variables

Referrals may be:
- both inside and outside the organisation
- to other workers, service providers or organisations
- to specialist services

Issues and concerns may include:
- employment
- housing
- financial support
- access to education and training
- health
- child care

Operational arrangements include:
- legal framework for operation
- funding arrangements
- models for operation
- decision making arrangements
- baby sitting
- vouchers
- location
- advertising/promotion

Opportunities for groups to participate include:
- activities at service delivery, program, operative and management levels
- formal and informal systems
- promotion
- support meeting
- focus groups on relevant issues

Key people may include:
- advocacy groups
- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles

Strategies may include:
- establishment of advocacy groups
- promotion activities
- development of community facilities
- increasing access to facilities, services or decision making
- lobbying

Resources may include:
- skills/administrative support
- physical, transport, venues, material, equipment
- provision of training
- financial
- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- personnel
Evidence Guide

Critical aspects of assessment:
• capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
• development and maintenance of public processes to address common issues
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning knowledge:
• community development principles and practices
• the community profile
• structure, processes and characteristics of the organisation
• funding sources and their policies and strategies for encouraging community input and participation
• relevant local, state and federal strategies/legislation

Underpinning skills:
• research
• project/program evaluation
• budgeting
• negotiation, liaison, networking
• group facilitation

Resource implications:
• Demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Consistency in performance:
• the individual and organisational context within which the work takes place should be considered

Context of assessment:
• this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
CHCCD15A Develop and implement a community development strategy

Working with a range of individuals and in the community to facilitate public awareness and resolution of a range of issues.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Establish and build group processes | • appropriate interpersonal skills are used to what and foster relationship to ensure that individual stories are is heard and understood and to test there is common understanding  
• individual concerns on a range of issues are responded to in a manner which engages support and cooperation  
• facilitation is provided to enable identification of appropriate strategies and for linkages to be made to enable community action to resolve issues  
• strategies for proceeding with community action are identified and developed  
• guidance is provided to the group about relevant community development methods which will address their concerns and issues  
• an appropriate community development method is selected and applied |
| 2. Facilitate and maintain public processes | • all necessary work is undertaken in a timely manner to develop and maintain strategic alliances with key individuals and groups covering a range of issues relevant to work role  
• opportunities are pursued routinely to maximise access to community groups and processes so that individual concerns may be readily moved to the public arena  
• a range of opportunities is identified and accessed for involvement in a range of community forums and decision making processes |
| 3. Implement organisational structures | • assistance is provided to groups to implement appropriate mechanisms and actions which will address the range of issues  
• appropriate work is undertaken to contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena  
• effective interpersonal skills are employed routinely to motivate the group to work cooperatively  
• appropriate work is undertaken to develop and implement operational arrangements which will facilitate group processes  
• appropriate level of support within the defined work role is provided to develop and maintain group processes and facilitate achievement of identified outcomes  
• appropriate support is provided to ensure there is ongoing evaluation of group processes  
• assistance is provided to the group to access additional assistance and resources as required  
• a strategy for managing a number of community development activities is developed and applied |
Range of variables

**Issues and concerns may include:**
- employment
- housing
- financial/income support
- access to education and training
- health
- crime prevention
- social isolation
- planning public access
- child care

**Responses include:**
- establishment of alternative systems and structures
- working within local bureaucracies
- advocacy

**Operational arrangements include:**
- legal framework for operation
- funding arrangements
- models for operation
- decision making arrangements
- babysitting
- vouchers
- location
- advertising/promotion

**Community work methods include:**
- community action
- advocacy
- development of self help processes
- development of infrastructure in the community
- development of community support
- development of community programs

**Opportunities for groups to participate include:**
- activities at service delivery, program, operative and management levels
- formal and informal systems
- promotion
- support meeting
- focus groups on relevant issues

**Key people may include:**
- advocacy groups
- policy and decision makers in the community
- community leaders
- people with formal and informal representative roles

**Resources may include:**
- skills/administrative support
- physical, transport, venues, material, equipment
- provision of training
- financial
- equipment
- staff skills and time
- provision of facilities
- educational materials
• funding

Evidence Guide

Critical aspects of assessment:
• capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
• development and maintenance of public processes to address common issues
• the ability to work with a wide range of key people or stakeholders in the community

Underpinning knowledge:
• community development principles and practices
• the community profile
• structure, processes and characteristics of the organisation
• funding sources and their policies and strategies for encouraging community input and participation
• relevant local, state and federal strategies/legislation
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  • alcohol and other drugs
  • cultural and linguistic diversity
  • risk of self harm
  • women
  • men
  • community education
  • Aboriginal and Torres Strait Islanders
  • mental health

Underpinning skills:
• research
• project/program evaluation
• budgeting
• negotiation, liaison, networking
• group facilitation

Resource implications:
• assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Consistency of performance:
• should consider the organisational and individual context within which work takes place

Context of assessment:
• this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
**CHCCD16A Undertake systems advocacy**

Advocating to ensure that the rights and needs of individuals are maintained within the broader rights and needs of the general community.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</thead>
</table>
| 1. Obtain, analyse and document information relevant to the needs of people | • relevant documented information about particular issues are obtained and analysed  
• relevant statistical and research data are obtained and analysed  
• consultations are conducted with relevant stakeholders to identify and describe issues of concern and gain support  
• relevant information is synthesised into forms appropriate for communicating with, and providing to, relevant agencies and stakeholders |
| 2. Work with stakeholders to develop strategies to address identified needs | • close working relationships/networks with relevant stakeholders are developed and maintained  
• formal meetings, working groups and other activities are organised to develop policy statements, action plans, projects, and programs to address identified needs  
• meetings, working groups and other activities aimed at developing relevant strategies and decision making are participated in  
• strategic/action/project plans are prepared in forms that are appropriate to the needs and roles of relevant stakeholder organisations |
| 3. Advocate for and facilitate the implementation of strategies developed to address specific needs | • relevant opportunities for communicating formally and informally about the needs of individuals are identified and pursued  
• submissions for resources to implement identified projects, action plans, etc. are prepared  
• relevant government policy development is contribute to as required  
• work is undertaken with consumers and other stakeholders are work with to implement relevant projects and action plans and programs  
• opportunities are pursued and comments provided on policy documents, legislation, project plans and other relevant documents regarding the needs of target groups |

**Range of variables**

*Relevant agencies/stakeholders include:*  
• consumers and consumer organisations  
• carers and carer organisations  
• services providers  
• general health and welfare services  
• government departments and agencies  
• non government organisations  
• media  
• politicians  
• commercial enterprises
Activities may be:
- informal
- formal

Strategies may include.
- public meetings and public profiling
- questionnaires and interviews
- monitoring trends in the general community/media
- development of policy/issues papers
- media management and public relations
- lobbying

Evidence Guide

Critical aspects of assessment:
- ability to apply high level skills when advocating or representing specific issues within broad social, political and community structures

Underpinning knowledge
- structural, political and other social factors which
- people affected by mental health problems
- broad knowledge of relevant issues including mental illness, and disability
- internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
- relevant policies at national, state and local level
- relevant agencies and services which may assist in promoting and advocating
- political lobbying processes
- use of media for advocacy purposes
- key stakeholders and how to access them
- understanding of the balance between the rights of the general community and the individual rights of people
- relevant regulatory, legislative and legal requirements
- knowledge specific to working with people from culturally and linguistically diverse backgrounds
- knowledge specific to working with people at risk of self harm
- knowledge specific to the following areas:
  - working with clients with alcohol and other drugs issues
  - working with women
  - working with men
  - working with children and young people
  - working with aged clients
  - working with corrective services clients
  - working with Aboriginal and Torres Strait Islander clients
  - community education

Underpinning high level skills:
- written and oral communication
- research and analysis
- policy development
- consultation and networking
- strategic planning
- negotiation and mediation
- lobbying
- representation such as public speaking, presenting at formal meetings and writing

Resource implications:
- access to a workplace or to an appropriately simulated environment where assessment can occur
Consistency in performance:
• consistency in performance should consider specific workplace and advocacy practices and requirements

Context of assessment:
• this unit is best assessed on the job or in a simulated workplace under the normal range of conditions
**CHCCM1A Undertake case management**

Carry out specific activities in a case/care plan.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</table>
| 1. Provide for client needs and monitor progress on a regular basis | • client needs are provide for and contribution made to the case/care plan  
• feedback on case management implementation is discussed with client and relevant parties, and fed into case review processes as appropriate  
| 2. Promote client's development | • appropriate action is taken according to the skill plan  
• opportunities for enhancing learning are identified and appropriate action taken to promote involvement of clients  
• appropriate action is taken to remove barriers and attract learning and client development  
• appropriate communication is used to promote involvement in learning activities  
• feedback on client progress and involvement in learning activities is provided to all relevant parties  
• appropriate encouragement, reinforcement and feedback is provided to clients to maximise learning outcomes |

**Range of Variables**

*The contexts for monitoring activities within case plan include:*

- placement setting; eg. home, alternative care placement, and detention facility
- client/s involvement

*Needs are identified within requirements established by:*

- international, commonwealth and state legislation
- organisational policy and procedures
- relevant program standards

*Needs are identified for the purpose of:*

- reporting
- planning for the full range of support eg. day to day care, mid term care, and family support
- planning activities and/or programs

*Feedback mechanisms include:*

- communicating daily with client or significant others about meeting of needs
- participating within a case conference
- recording observations about progress on activities

**Evidence Guide**

*Critical aspects of assessment:*

- observing and collecting feedback about behaviour, actions and progress
- identifying limits of role and taking actions to contact appropriate people
- presentation of information within an informal and formal setting

*Underpinning knowledge:*

- awareness of overall direction of case plan
- family structure and dynamics, communication and decision making
- range of services available
- awareness of statutory requirements
• indicators of abuse and intervention strategies

_Underpinning skills:_
• objective observation of behaviour
• assessment of progress on goals and activities
• presentation of information and feedback. This may include oral communication skills and written communication skills, and will depend on the format required by the organisation for presenting feedback to supervisors
• stress management
• behaviour management

_Resource implications:_
• access to appropriate workplace where assessment can be conducted or
• simulation of realistic workplace setting for assessment

_Consistency in performance:_
• assessment may include observation, questioning and evidence gathered from the workplace environment
• assessment may be conducted on one occasion but should include a range of case/management plans to reflect the normal range of workplace activities

_Context of assessment:_
• 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
### CHCCM2A Establish and monitor a case plan

Developing a case management plan to address specific client needs.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Develop a case management plan | • assessment of client needs is undertaken in accordance with organisation procedures  
• information is collected on a range of suitable interventions to address immediate, short and longer term needs of clients  
• appropriate consultation is undertaken with stakeholders to ensure issues, and options for their resolution, are explored thoroughly  
• common goals, objectives and processes are negotiated and agreed with clients and stakeholders to ensure needs are addressed with statutory and organisational frameworks  
• a full range of options for addressing client and stakeholder needs are explored and included in case management plan  
• processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage  
• roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers are defined  
• processes of appeal and for the termination and/or renegotiation of intervention are negotiated, agreed and included in the plan  
• relevant family, community, cultural and ideological considerations are identified and addressed in the case plan |
| 2. Define plan implementation procedures | • practical arrangements to support clients and stakeholders are implemented  
• negotiable and non negotiable aspects of the intervention are defined, and processes are implemented to ensure they are maintained  
• ongoing case management processes are negotiated and agreed with clients and stakeholders  
• where appropriate, contracts are developed and agreed with external service providers and accurately reflect timing and resourcing constraints  
• procedures are implemented to ensure information sharing between key stakeholders is facilitated  
• procedures are implemented to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators  
• procedures are defined, and implemented where necessary, to deal with crisis situations |
| 3. Establish review and evaluation systems | • case plan is negotiated with supervisor  
• appropriate evaluation processes are set up for ongoing implementation of the plan  
• all relevant reporting procedures are completed in accordance with organisational requirements |

**Range of Variables**
The contexts for establishing a case plan could include:
- decision to implement an intervention
- a result of a notification
- a result of a court order
- a result of a contract to provide a service
- part of a case planning meeting or conference where clients, their families of origin, carer families and service providers establish actions for the safety, wellbeing and development of the client

Establishment of a case plan will be carried out within requirements established by:
- commonwealth and state legislation
- relevant international conventions
- organisational policy and procedures
- relevant program standards

Resources include:
- training programs
- staff, peers and specialist personnel
- information and materials

Skill development includes:
- life experience, vocational, social, recreational and personal skills

Information could include:
- all official documentation relating to client, full family history, developmental and medical history
- all available records, anecdotal material and individual interviews

Cultural issues include:
- indigenous and ethnic considerations
- power relationship structures
- rituals, beliefs, hierarchies and practices
- politics
- gender

Procedures used in crisis situations include:
- ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
- appropriate crisis services such as counselling, respite care, debriefing

Evidence Guide

Critical aspects of assessment:
- interpretation and application of legislation, policies and procedures
- responding to and managing crisis
- developing and assessing actions appropriate for intervention
- collecting and assessing information
- documentation of plans

Underpinning knowledge:
- relevant policy, procedures and legislation and statutory requirements related to the area of work
- cultural protocols and systems
- family structure, dynamics, communication and decision making
- family support and family casework strategies
- range of community services and resources available
- indicators of abuse and accepted intervention strategies
- effects of abuse on human development
- effects of different forms of intervention
- effects of incarceration
**Underpinning skills:**
- operational planning processes
- report writing and documentation
- stress management techniques
- verbal communication including interviewing skills, negotiation and cross cultural communication
- interpersonal, including establishing and maintaining relationships and networks
- meeting procedures and facilitation
- developing and maintaining appropriate networks

**Resource implications:**
- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

**Consistency in performance:**
- assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can be testimonials, portfolios or copies of completed workplace records/documentation
- assessment may be conducted on one occasion but must include the normal range of workplace situations

**Context of assessment:**
- 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
## CHCCM3A Develop, facilitate and monitor all aspects of case management

Facilitating all aspects of case planning.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</thead>
</table>
| 1. Conduct case management meetings          | • information sharing with the client is facilitated by establishing an appropriate rapport with the client and implementing appropriate procedures including:  
◊ establishing the purpose, objectives and agenda of the meeting  
◊ facilitating discussion  
◊ resolving conflict where relevant  
◊ identifying, negotiating and recording outcomes  
• boundaries and processes within service delivery are identified and agreed, including:  
◊ rights, roles, responsibilities, decision making processes, accountability and outcomes  
◊ ways of addressing experience, skills, values and development of participant  
◊ impact of statutory mandates on interventions, the client and significant others  
◊ the impact of value systems of worker, client and key stakeholders on outcomes  
◊ information sharing and planning  
◊ appropriate conflict resolution techniques to be employed  
• individual family and community needs and rights, and organisational responsibilities are defined and explored to assure the rights are protected for all concerned |
| 2. Develop an appropriate approach to case management | • case management processes appropriate to implementing statutory requirements are developed and utilised  
• appropriate processes to facilitate clients to set goals and participate in case management processes are implemented  
• appropriate cultural considerations are integrated into all aspects of case management planning  
• information on rights of appeal and avenues of complaint is provided so client understands their rights |
### 3. Develop an appropriate case management plan

- A case management plan is developed to reflect initial assessment of needs
- The full range of appropriate immediate, short and long term needs of the client and other relevant parties are identified
- Action plans are developed to reflect:
  - Integration of expertise of relevant stakeholders and other service deliverers
  - Negotiated and agreed goals and operational processes
  - A range of strategies to address each goal and to maximise participation in plan
  - Appropriate resource allocation
  - Agreed responsibility for delivery
  - Realistic and agreed indicators of success
  - Rights and responsibilities of client
- Processes for monitoring and changing of case plan are established
- Strategies are identified to deal with complex or high risk situations
- Requirements of case plan are matched to experience, workload and geographical location of worker
- The plan focuses on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility

### 4. Manage case work activities and processes

- Strategies are implemented to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction
- The need for changes in case plan including the need for ongoing intervention is assessed and strategies for alternatives are developed as appropriate
- Any proposed changes arising from case review are successfully negotiated with relevant parties
- Processes for case closure which comply with organisational procedures are utilised when appropriate

### Range of Variables

The contexts for facilitation of information sharing and planning include:
- All formal processes included in case management eg case conferences, case review meetings, formal briefings on client progress

Evaluating ongoing implementation includes:
- Monitoring case plan implementation
- Facilitating review activities and feedback from workers on progress of intervention
- Liaison with service providers, clients, significant others
- Advising on how case plans can be modified, ensuring that changes are communicated appropriately

Complex cases are to be defined as:
- Life threatening/high risk situations
- Cases where at least three of the following factors are combined:
  - Serious/sustained abuse
  - Multiple injuries
  - Multiple difficulties present in family
Negotiate actions includes:

- gaining agreement on course of actions, goal setting, milestone setting and agreement, time line setting, establishment of review points in case plan

Evidence Guide

Critical aspects of assessment:

- accessing and using a range of family and community resources
- identifying and gaining agreement on role boundaries
- facilitating groups and supporting participants to engage in information sharing and planning
- planning, decision making and goal setting
- applying organisational statutory and legislative requirements

Underpinning knowledge:

- behaviour change models and practices
- organisational procedures and standards
- formal meeting processes
- relevant policy, procedures, legislation and statutory mandates
- cultural protocols and systems
- family structure, dynamics, communication and decision making
- relevant documentation protocols
- range of available services

Underpinning skills:

- managing group dynamics
- conflict resolution, negotiation and mediation techniques
- defining boundaries
- planning and goal setting
- facilitation
- assertion
- high level writing skills
- interpersonal and communication
- supervision and delegation

Resource implications:

- access to a relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

Context of assessment:

- 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
CHCCM4A Promote high quality case management

Disseminating information and providing advice on practice issues relating to case management.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</table>
| 1. Provide a lead in case management practice | • appropriate strategies are implemented to ensure currency with accepted best practice and relevant legislation  
• where appropriate, practice advice and direction consistent with organisational service and professional standards are provided  
• worker is challenged and supported to ensure the casework plans and actions are based on organisational procedures, practices and legislative requirements  
• strategies to ensure worker has ready access to casework consultation with other workers to maximise their effectiveness are implemented  
• specialist practice knowledge is accessed and applied in the workplace and coaching and mentoring is provided to staff to optimise competent practice  
• advice is provided to worker on the full range of legislative provisions relevant to case management worker and organisations responsibilities |
| 2. Provide practice advice on complex cases | • case management plans and feedback on their implementation are thoroughly analysed and assessed and expert advice provided on options for actions and further development  
• organisational processes for collecting information from key stakeholders are provided to workers to ensure more effective operation  
• information about relevant legislation and any changes in organisational practices and procedures is provided routinely to workers to promote consistency and quality in practice  
• progress on case plan is monitored routinely and changes made as required to enable improved service delivery  
• strategies are implemented to ensure appropriate stakeholders are consulted about specialist information and options for future action |

Range of Variables

The contexts for facilitation of ongoing case management practice include:
• professional development and training programs  
• practice reviews and audits

Facilitation of ongoing case management practice will be carried out within requirements established by:
• organisational policy and procedures  
• relevant program standards  
• service and professional standards, including code of professional ethics or code of practice
Evidence Guide

Critical aspects of assessment:
• research current trends in case management
• analysis and evaluation of practices
• planning for practice improvement

Underpinning knowledge:
• theory and practice of case management
• provisions of all relevant legislation and statutory requirements
• practice model of supervision
• codes of practice/ethics
• own value base and belief system

Underpinning skills:
• role modelling
• mentoring
• facilitation of feedback
• team management
• high level report writing and documentation
• research and analysis

Resource implications:
• access to a relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
• assessment may include observation, questioning and evidence gathered from the workplace environment, including testimonials from colleagues, portfolios etc
• assessment is recommended to be conducted on one or more occasion and should reflect a range of information and advice that is disseminated

Contexts of assessment:
• 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
CHCCM5A Develop practice standards

Ensuring case management delivery reflects current best practice.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote practice standards</td>
<td>• standards of practice are developed and promoted to staff public&lt;br&gt; • strategies to ensure continuous improvement mechanisms relating to case management practice are identified and integrated into work systems&lt;br&gt; • improvement processes are implemented which reflect current research related to practice performance</td>
</tr>
<tr>
<td>2. Provide case work consultancy to promote best practice</td>
<td>• coaching and advice on specific casework or supervision practice is provided as required to colleagues and co-workers&lt;br&gt; • coaching and advice focuses on ensuring the objectives and principles of case work delivery are promoted and achieved&lt;br&gt; • available opportunities are taken to promote best practice in case management delivery</td>
</tr>
</tbody>
</table>

Range of Variables

The contexts for developing practice standards include:
• practice reviews and audits
• responsibility for interpreting organisational mission, philosophy into practice standards

Developing practice standards will be carried out within requirements established by:
• organisational mission, philosophy and outcomes<br> • agency policy and procedures<br> • relevant program standards<br> • service and professional standards

Specific case work or supervision practice includes:
• developing basic practice skills in workers<br> • coaching in cases of increased complexity

Coaching and advice may utilise information gathered from:
• current texts and journals<br> • legislation<br> • regulations<br> • practice guidelines and procedures<br> • relevant specific knowledge in key practice area eg. child protection, juvenile justice, adoption

Evidence Guide

Critical aspects of assessment:
• maintaining knowledge of latest practice<br> • developing practice standards for a range of issues<br> • providing consultancy on application of practice standards<br> • evidence of competence requires demonstration of knowledge related to applying agency and legislative requirements<br> • competence should be demonstrated using typical processes listed in range of variables
Underpinning knowledge:
- organisational, mission, philosophy
- professional standards/code of ethics
- relevant legislation
- current research in practice standards
- practice standards development models/processes

Underpinning skills:
- mentoring
- consultation
- analysis
- report writing
- research
- liaison with other agencies, professional associations

Resource implications:
- access to a relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace setting
- assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

Contexts of assessment:
- this unit of competency will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCCOM1A Communicate with people accessing the services of the organisation

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Communicate with clients of the organisation appropriately | • verbal and non verbal communication is used as appropriate  
• short interpersonal exchanges to clarify meaning and understand request/inquiry are conducted  
• information relevant to accessing the service is provided  
• time is taken to listen for relevant information concerning inquiry/request  
• diversity is respected when communicating with clients  
• messages are responded to appropriately  
• referral to the appropriate person occurs within organisational guidelines and procedures |
| 2. Present a positive image of the service to the public | • communication with the public is conducted in a courteous manner and respecting privacy  
• standards of personal presentation are appropriate to the organisation |

Range of variables

Clients and others may include:
- family members and friends of the client  
- existing clients who do not know what other services are available or how to access those services  
- people making general inquiries of the service

Communication may be in:
- English  
- sign language  
- community language as required by the service/organisation

Diversity may relate to differences and may include:
- physical  
- cultural  
- religious/spiritual  
- social  
- age

Organisational guidelines for referral may be:
- written or verbal  
- by phone

Communication may be via:
- verbal conversations either in person or via telephone  
- written notes  
- worker, family member or friend who has second language
Evidence Guide

Critical aspects of assessment:
- relevant policies, protocols, guidelines and procedures of the organisation are followed
- conversations are developed about appropriate topics
- communication that is non discriminatory, supportive and inclusive
- listening and responding to communication initiatives of client
- respect for client is demonstrated
- introduction of self occurs as appropriate
- demonstrates non judgemental attitude in work role

Underpinning knowledge:
- organisational policies and procedures for referral within the organisation
- roles and responsibilities of workers within the organisation
- organisational policies and procedures for privacy and confidentiality of information provided by clients and others
- knowledge of cultures relevant to the particular service
- cultural diversity in Australia

Underpinning skills:
- appropriate communication style
- appropriate verbal and non verbal communication
- language, literacy and numeracy competence required to fulfil the job role and appropriate to the organisation and clients. Language may be English or community language as required by the organisation

Resource implications:
- access to relevant workplace or appropriately simulated environment where assessment may take place

Consistency in performance:
- assessment may include observation, questioning and evidence gathered from the workplace setting
- assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of these who may access the service

Context of assessment:
- this unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
CHCCOM2A Communicate appropriately with clients and colleagues

Exercising effective communication skills in the workplace.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Exercise effective communication techniques | • all forms of communication with clients and colleagues reflect an understanding and respect for individual differences and needs  
• self introduction occurs appropriately  
• communication is clear and relevant to situation/activities undertaken  
• touch and other non verbal means of communication are used as appropriate  
• advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented |
| 2. Follow routine instructions | • workplace instructions are carried out within agreed time frames  
• clarification in understanding work instructions is sought, when required  
• difficulties in carrying out instructions are referred to supervisor or appropriate person |
| 3. Complete reports as required | • reports are completed to the standard expected in the workplace  
• reports are completed within identified time frames  
• reports are clear and accurate |

Range of variables

*Individual differences and needs may include:*
- developmental
- cultural
- physical
- emotional
- behavioural
- intellectual

*Communication includes:*
- all verbal and non verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

*Communicating effectively will be carried out within requirements established by:*
- anti discrimination legislation
- accepted cultural protocols
- accepted language protocols and systems

*Exercising effective communication skills includes:*
- being non judgemental
- active listening, where culturally appropriate
- non verbal behaviour to indicate understanding of what is being said
- clarifying what is said
- responses that are culturally appropriate
- participating in group processes

*Appropriate person may be from within or outside the organisations may be:*
• colleagues
• immediate supervisor
• other health workers
• consultant

Instructions may include:
• manufacturers/operating written instructions
• work unit guidelines, procedures and protocols including occupational health and safety procedures and protocols for using interpreters
• supervisor's or management instructions

Instructions may be:
• written
• verbal

Reports may be verbal or written and may include:
• notes
• records
• memos
• letters
• clients records
• verbal hand overs' at the end of a shift

Evidence Guide

Critical aspects of assessment:
• competency should be demonstrated over the range of communication methods used in the workplace (eg oral, written notes, memos, letters etc) and include communication with both clients and colleagues

Underpinning knowledge:
• principles of effective communication
• dealing with cultural diversity
• referral processes of organisation
• effect of sensory loss and cognitive impairment
• relevant guidelines and procedures, and a range of written material relevant to the job role

Underpinning skills:
• adjusting communication to meet differing needs
• assertion
• active listening and recognition of non verbal triggers
• providing feedback
• minimising conflict and tensions
• reading and writing skills required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to understand symbols used on occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, to reading and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
• literacy may be required in English or a community language depending on the client group
• oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, 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
Resource implications:
• access to appropriate workplace where assessment can be conducted or
• simulated of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials from clients and colleagues, portfolios etc.
• assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues

Context of assessment:
• this unit is most appropriately assess in the workplace or in a simulated workplace and under the normal range of workplace conditions
## CHCCOM3A Utilise specialist communication skills

Effective communication in the workplace and applying specialist communication techniques.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet specific communication needs of clients and colleagues</td>
<td>• specific communication needs of clients and colleagues are identified and strategies implemented to ensure these needs are met including:  ◊ recognising own limitations  ◊ referral to specialists  ◊ utilising techniques and aids  ◊ providing written drafts  ◊ where conflict arises, it is addressed in a timely way and in a manner which does not compromise the standing of the organisation or the integrity of the individual</td>
</tr>
<tr>
<td>2. Conduct effective interviews with clients or staff</td>
<td>• a range of appropriate communication strategies are employed in interview situations to:  ◊ establish rapport  ◊ elicit facts and information  ◊ facilitate resolution of issues  ◊ develop action plans  ◊ defuse potentially difficult situations  • records of interviews are made and maintained in accordance with organisational procedures  • in conducting interviews and formal discussions, effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to  • effective questioning, speaking, listening and nonverbal communication techniques are used during interviews, to ensure the required information or message is communicated  • feedback and advice is given in a way which reflects current identified good practice  • the conduct of interviews and formal discussions shows due regard to individual differences, needs and rights  • appropriate grievance and interviewing procedures are used to deal with problems of a serious nature  • referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met</td>
</tr>
</tbody>
</table>
3. Contribute to the development of effective communication strategies

- strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised
- channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way
- coaching in effective communication is provided as required to staff as required
- negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation
- relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met
- all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives

4. Represent the organisation to a range of groups

- when participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs
- presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs
- enquiries are responded to in a manner consistent with organisation standards
- differences in views are respected and considered in a way that values and encourages other's contributions
- written communication is consistent with organisational standards

5. Facilitate group discussions

- mechanisms which enhance effective group interactions are defined and implemented
- strategies which encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members
- objectives and agendas for meetings and discussions are routinely set and followed
- relevant information is provided to groups as appropriate to facilitate outcomes
- evaluation of group communication strategies is undertaken to promote ongoing participation of all parties
- the specific communication needs of individuals are identified and addressed

Range of variables

**Exercising effective communication skills includes:**

- identifying and evaluating what is occurring within an interaction in a non judgemental way
- making decisions about appropriate words, behaviour, posture
- using active listening
- using clarifying, summarising questions
- putting together a response that is culturally appropriate
- expressing an individual perspective
• expressing own philosophy, ideology and background and exploring the impact of this on the communication

Non verbal communication includes:
• gestures
• posture
• facial expression

Types of interviews are:
• related to staffing issues
• routine
• confidential
• evidential
• non disclosure
• disclosure

Interviews may be carried out:
• on an individual or group basis by a range of employees/workers

Interviews will be carried out within requirements established by:
• commonwealth, and state legislation
• international conventions relating to the rights of individuals
• organisation policy and procedures
• relevant program standards

Evidence Guide

Critical aspects of evidence:
• effective communication skills with clients accessing service, and work colleagues
• choose relevant communication techniques and strategies to meet client particular communication need/difficulties

Underpinning knowledge:
• cross cultural communication protocols
• family system models
• recognition of communication styles of individuals
• dynamics of groups and different styles of group leadership
• different communication skills relevant to client group eg signing
• oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, 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

Underpinning skills:
• full range of communication techniques including:
  ◊ active listening if culturally appropriate, recognition of non verbal triggers
  ◊ feedback
  ◊ interpretation
  ◊ role boundaries setting
  ◊ negotiation
  ◊ establishing empathy

Resource implications:
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment
Consistency in performance:
- assessment may include observations, questioning or evidence gathered from a workplace setting
- assessment is recommended to be on more than one occasion and must include the range of clients who access the service

Context of assessment:
- this unit should be assessed on the job or through simulation
### CHCCOM4A Develop, implement and promote effective communication techniques

Applying higher level communication skills required for effective operation in the workplace.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Contribute to the development of effective communication strategies | • strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised  
• in developing and implementing strategies special communication needs are addressed to avoid discrimination in the workplace  
• channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way  
• coaching in effective communication is provided to staff as required  
• negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation  
• issues are negotiated with key stakeholders, clients and staff in a way which leads to a mutually acceptable outcome  
• relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met  
• all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives |
| 2. Represent the organisation to a range of groups | • when participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs  
• presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs  
• questions from the audience are responded to in a manner consistent with organisation standards  
• differences in views are respected and considered in a way that values and encourages others contributions |
| 3. Facilitate group discussions | • mechanisms which enhance effective group interactions are defined and implemented  
• strategies which encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members  
• objectives and agendas for meetings and discussions are routinely set and followed  
• relevant information is provided to groups as appropriate to facilitate outcomes  
• evaluation of group communication strategies is undertaken to promote ongoing participation of all parties  
• the specific communication needs of individuals are identified and addressed |
4. Produce quality written materials

- writing is succinct and clear and is presented in a logical and sequential way which matches the audience and the purpose of the document
- organisation guidelines and current accepted standards of writing which match the purpose are observed in producing all written documentation
- appropriate and timely advice to management and clients is prepared and provided as required
- where individual skill levels do not match workplace requirements, appropriate remedial action is taken, including seeking assistance and additional training

5. Conduct interviews

- in conducting interviews and formal discussions effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to
- effective questioning, speaking, listening and nonverbal communication techniques are used during discussions and interviews, to ensure the required information is accessed or message communicated
- feedback and advice is given in a way which reflects current identified good practice
- the conduct of interviews and formal discussions shows due regard to individual differences, needs and rights
- appropriate grievance and counselling procedures are used to deal with problems of a serious nature

Range of variables

*Oral, written and non verbal communication in the organisation can occur with:*

- clients and stakeholders
- representatives of client groups or organisations
- members of the public
- managers and staff in own and other organisations
- private organisations and consultants
- academic institutions, public sector and community organisations
- colleagues in different locations eg. regional/central offices

*Written communication can involve both handwriting and operation of word processing equipment. It may take the form of:*

- case notes and reports
- minutes of meetings
- routine as well as complex reports
- proposals, project plans and spreadsheets
- general internal and external correspondence
- speeches, journal articles and marketing materials
- instructions, procedures and policies

*Oral communication can take the form of:*

- seeking and conveying information
- consulting and advising
- formal and informal presentations to different audiences
- structured interviewing for selection or counselling purposes
- leading discussions and briefings
- negotiating
- chairing and participating in meetings
- conflict resolution
• coaching
• advocacy
• on the job training

**Clients are defined by the work of the organisation and can include:**
• individual members of the public
• other organisations, community groups and individuals
• other work areas of the organisation

**Non verbal communication incorporates using:**
• techniques of listening

**Evidence Guide**

**Critical aspects of assessment:**
• establishing and maintaining an appropriate network of clients
• incorporating the requirements of specific groups in all client service work

**Underpinning knowledge:**
• assess cultural communication protocol
• knowledge of different communication styles and techniques
• different interview techniques

**Underpinning skills:**
• principles and practices of client service delivery
• effective workplace writing
• effective presentation techniques
• effective communication techniques
• operation of interview and other panels
• effective group management processes
• conflict resolution and negotiation

**Resource implications:**
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment

**Consistency in performance:**
• assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues etc
• assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

**Context of assessment:**
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCCS0A Deliver service to clients

Services which address the needs of clients are delivered within an established client service plan.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Identify responsibilities within client service plan | • responsibilities to client are identified and followed according to the client service plan  
• advice and direction is obtained when appropriate  
• difficulties in carrying out client service plan are reported and advice sought |
| 2. Deliver client service | • appropriate rapport is established with clients to enable high quality service delivery  
• all dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation.  
• individual work is carried out within the client service plan  
• service delivered to clients is consistent with relevant statutory or legislative requirements  
• service delivered to client is to the standard required by the organisation  
• information about client needs, service provided are reported according to organisational practice |
| 3. Respond to changes in client need | • records of changes in client need are maintained as required  
• potential areas of difficulty in client service delivery are identified, and referred to appropriate person  
• situations of risk, potential risk or urgent need are identified and reported to appropriate person promptly  
• strategies to respond to changes in client needs are implemented within the client service plan |

Range of variables

Client service plan may include:
• case plan  
• care plan  
• service delivery plan

Clients may include:
• self referring or referred  
• individual members of the public  
• other organisations and community groups  
• other work areas of the organisation  
• individual members of the organisation  
• senior management

Reports may be:
• notes  
• records  
• memos  
• letters  
• clients records  
• verbal hand overs’ at the end of a shift
Note: not all organisations/services require the completion of written records
Changes in client needs could relate to:
- physical/health status
- mental/health status
- family circumstances
- language
- cultural/beliefs
- family circumstances
- age/stage of life
- remote location/physical surroundings

Accepted service delivery occurs within:
- protocol
- duty of care responsibility
- codes of conduct and ethical performance
- organisational standards

Client service delivery includes:
- the full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisational services

Appropriate person may be:
- supervisor
- administrator
- nurse
- coordinator

Evidence Guide

Critical aspects of assessment:
- understanding of and adherence to own job role and responsibilities concerning client services
- works within client service plan
- establishes rapport with clients

Underpinning knowledge:
- principles of effective client service delivery
- specific services available and provided

Underpinning skills:
- oral communication skills required to fulfil the job role in the organisation/service. Oral skills may include listening to instruction, clarifying worker responsibilities in care/case plan, and providing simple factual information relevant to the workplace and client need. Language used may be English or community language depending on the client group
- literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Writing skills may range from the need to fill out a simple form to completion of a short report. Reading skills may range from reading and understanding the names and day on a blister’ medication pack to reading the case/care plan. Language used may be English or community language depending on the client group
- numeracy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Numeracy tasks may range from the need to count supplies to recording the number of times a service was delivered to a client, and providing this information on an organisational form

Resource implications:
- access to appropriate workplace where assessment can be conducted or
- simulated of realistic workplace setting for assessment
Consistency in performance

- assessment may include observation, questioning and evidence gathered from a workplace environment
- assessment may be conducted on one or more occasions but must include the normal range of different client groups/needs

Context of assessment:

- this unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
### CHCCS1A Deliver and monitor service to clients

Applying defined organisational services which address the needs of clients.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Identify clients needs | - client needs and rights are identified, and opportunities for a targeted service to meet them are assessed  
- appropriate service is identified and selected to meet client needs within the scope of area of responsibility  
- where it is required, appropriate immediate action is taken to address urgent needs  
- special needs of clients are identified and considered in providing and targeting services  
- potential areas of difficulty in client service delivery are identified, and appropriate actions taken to address them  
- records of client interaction are maintained in accordance with organisational procedures |
| 2. Deliver client service | - appropriate rapport is established with clients to enable high quality service delivery  
- all dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation.  
- individual work is planned and carried out to ensure client service delivery is prompt and to the standard defined by the organisation  
- service delivered to clients upholds the reputation of the organisation and is consistent with relevant statutory or legislative requirements  
- information about client needs, issues, rights and the range of services available is collected and maintained as required |
| 3. Review client service | - procedural aspects of service delivery are monitored and records maintained as required  
- mechanisms are implemented to collect, record, analyse and report client service feedback  
- modifications to client service are carried out as required within the area of responsibility |

### Range of variables

*Client service delivery includes:*

- the full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisational services

*Clients may include:*

- self referring or referred  
- individual members of the public  
- other organisations and community groups  
- other work areas of the organisation  
- individual members of the organisation  
- senior management
Special client needs could relate to:
- disabilities
- language
- gender
- culture
- age
- remote location

Accepted service delivery occurs within:
- protocol
- duty of care responsibility
- codes of conduct and ethical performance
- organisational standards

Evidence Guide

Critical aspects of assessment:
- establishing rapport with clients
- incorporating requirements of a diverse range of clients into service delivery

Underpinning knowledge:
- principles of effective client service delivery
- specific services available and provided
- differences in client needs and how to accommodate these needs in service delivery

Underpinning skills:
- oral communication skills required to develop rapport with client. Oral communication 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 fulfill the procedures of the organisation/service. Language used may be English or a community language depending on service/organisation

Resource implications:
- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- assessment may include observations, questioning or evidence gathered from the workplace
- assessment may be conducted over one occasion but must include a range of client needs

Context of assessment:
- this unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
### CHCCS2A Deliver and develop client service

Meeting the specific needs of a broad range of existing and new clients within a defined framework.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| **1. Target client services** | - in identifying and assessing client needs, due consideration is given to individual rights, relevant community requirements and the organisational statutory and legislative environment  
- client profiles are established and maintained in accordance with organisational and legislative requirements and used to monitor delivery of appropriate services  
- in response to identified client needs and rights, a client service delivery plan is developed and includes aims and objectives, resourcing implications, evaluation strategies and contingency plans  
- appropriate client service is identified and selected to meet client needs within the scope of area of responsibility  
- a range of mechanisms are implemented to ensure regular client service feedback is sought to gauge levels of satisfaction  
- client service feedback is recorded, analysed and reported to appropriate personnel to ensure any problems are resolved and improvements implemented  
- where client data and profiles indicate inability of the organisation to meet client needs, work is undertaken to redesign services or refer clients to another organisation as required |
| **2. Deliver client service** | - dealings with clients are consistent with their needs and rights, with accepted practice and codes of conduct of the organisation and duty of care responsibilities  
- service delivered to clients upholds relevant statutory and legislative requirements, the reputation of the organisation and the area of work  
- client service delivery is based on accurate and up to date information about client, service options and the service being delivered  
- all appropriate documentation related to client service delivery is completed and maintained according to organisational standards  
- strategies are implemented to ensure client services are routinely reviewed in the light of client needs and rights and organisational policies and capabilities, and remedial action is implemented as appropriate |
| **3. Develop and promote client services** | - wherever opportunities arise the service delivery of the organisation is promoted  
- services to existing and/or potential clients are promoted to ensure that the details of the full range of services are understood  
- a range of service options for clients is effectively developed, documented and promoted to facilitate informed client access to services  
- clients are assisted to identify their needs and rights and select the best available service |
Range of variables

Client services are:
- specific to the organisation

Clients may include:
- self referral or referred
- individual members of the public
- other organisations, community groups and individuals
- other work areas of the organisation
- senior management

Special client needs could relate to:
- disabilities
- language
- gender
- culture
- age
- location

Evidence Guide

Critical aspects of assessment:
- establish and maintain a network of service providers
- incorporate the requirements of all groups in client service delivery
- responsiveness to client needs

Underpinning knowledge:
- principles of effective client service delivery
- organisational specific client services provided
- promotion and marketing of services
- service delivery skills
- oral communication skills required to develop rapport with client. Oral communication 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

Resource implications:
- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- assessment may include observations, questioning or evidence gathered from the workplace eg. testimonial from clients and colleagues, promotional material etc.
- assessment may be conducted on one occasion but include assessment of competency in dealing with a range of existing and new clients

Context of assessment:
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
## CHCCS3A Coordinate the provision of services and programs

Identifying a range of service options which meet existing client needs.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Analyse client needs           | - Information on the client is used to target service provision for clients and to enable quality service to be provided  
                                  - Procedures are established and applied to monitor, assess and report client satisfaction with service delivery  
                                  - Appropriate interaction and consultation with clients is undertaken to monitor changing needs so they can be addressed  
                                  - Advice or services are sought from other workers or agencies as required  |
| 2. Provide and review client service | - Mechanisms are put in place to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate  
                                  - Review of client services reflects consultation with all relevant people  
                                  - Client service delivery upholds the reputation of the organisation, addresses individual differences of clients and meets duty of care responsibility  
                                  - Problems in addressing client needs are identified and addressed in accordance with organisational procedures  
                                  - All relevant documentation relating to clients and the service delivery is maintained and communicated in accordance with organisational procedures  
                                  - The provision of client service is within procedural and legislative requirements and maintains high standards of delivery  
                                  - Provision of services from other workers or agencies is sought as required  |
| 3. Plan and develop client service | - Appropriate planning is undertaken to ensure client needs are met  
                                  - Required programs are developed  
                                  - Changes to client service is within policy and budgetary frameworks  
                                  - Training is undertaken as required to enable the implementation of appropriate means to meet changing client needs and community expectations  
                                  - Specified aspects of the service or service delivery are modified as needed to meet changing client and service requirements  
                                  - Changes to client service is within procedural and legislative requirements and maintains high standards of delivery  
                                  - Appropriate planning is undertaken to ensure client needs are met  
                                  - Required programs are developed |
Range of variables

Client services are:
• specific to the organisation

Clients may include:
• individual members of the public
• other organisations, community groups and individuals
• other work areas of the organisation
• senior management
• service users

Relevant people may include:
• clients
• family and personal network of clients
• other workers

Special client needs could relate to:
• disabilities
• language
• gender
• culture
• age
• remote location

Requirements for training may be identified by:
• relevant program manager
• supervisor

Evidence Guide

Critical aspects of assessment:
• establish and maintain a network of service providers
• incorporate the requirements of all groups in client service delivery
• responsiveness to client needs

Underpinning knowledge:
• design and development of client services
• principles of effective client service delivery
• specific client services provided
• strategic planning and organisational development
• evaluation principles and practices

Underpinning skills:
• ability to analyse client needs
• oral communication skills required to develop rapport with client. Oral communication 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

Resource implications:
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment
Consistency in performance:

• assessment may include observations, questioning or evidence gathered from the workplace eg. testimonials from clients
• assessment may be conducted on one occasion but should include all aspects of service provision ie. analyse, review, plan and develop service etc.

Context of assessment:

• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCCS4A Manage the delivery of quality client service

Ensuring the needs of existing and new clients continue to be met within complex or changing circumstances.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Coordinate services provided to clients | • all work is undertaken to ensure appropriate and accurate records of client needs and service delivery options are developed and maintained  
• information on clients and delivery options is routinely collected and analysed to ensure services delivered reflect client needs and rights, current best practice, organisational and legislative guidelines, ethical practices and duty of care considerations  
• understanding of all the relevant options for service delivery is used to match services to clients needs and rights  
• all available opportunities are used to promote client services and their benefits  
• the strategic direction of the organisation, individual and community needs and external requirements guide the provision of client services  
• performance indicators are developed and implemented to routinely monitor client service delivery |
| 2. Plan client service delivery | • appropriate goals, strategies and outcomes are negotiated and agreed with the client before commencing work  
• strategies are identified to deal with contingencies which may arise  
• relevant support/expert people and organisations are identified to maximise effectiveness |
| 3. Review client services | • client requirements and service delivery are reviewed routinely to ensure they continue to match  
• review of service delivery involves client and all other relevant personnel  
• changes in circumstances, environmental factors or alterations to client needs and rights are monitored and incorporated in review of service delivery  
• client service is modified to reflect changing needs and rights and feedback on effectiveness of service delivery  
• appropriate work is undertaken to ensure clients concerns about the service are resolved and complaints of a serious nature dealt with in accordance with organisational procedures |

Range of Variables

*Client services are:*  
• specific to the organisation

*Clients can include:*  
• self referral or referred  
• individual members of the public  
• other organisations, community groups and individuals  
• other work areas of the organisation  
• senior management
Evidence Guide

Critical aspects of evidence:
• establishing and maintaining a network of clients
• incorporating the requirements of specific groups in all client service work
• meeting quality service standards

Underpinning knowledge:
• design and development of client services
• legislative and statutory frameworks influencing provision of client services
• current development in effective client service delivery
• marketing and promotion techniques
• evaluation and review
• strategic planning and organisational development

Underpinning skills:
• oral communication skills required to develop rapport with client. Oral communication 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

Resource implications:
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observations, questioning or evidence gathered from the workplace eg. portfolios, completed records of client needs etc.
• assessment may take place on one occasion but should include assessment of all aspects of delivery of a quality client service and with a range of new or existing clients

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCCS5A Identify and address specific client needs

Undertaking routine assessment of client needs and matching them to services and products provided by the organisation.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Establish a rapport with clients | • appropriate language and interpersonal skills are employed to establish rapport with clients  
• interactions with clients are in accordance with organisation's standards and procedures  
• interviews and interactions with clients are conducted in a manner which promotes positive client participation |
| 2. Extract and analyse information of client needs | • organisational mechanisms are applied to identify and assess client needs  
• information on relevant environmental issues affecting clients is collected and utilised in assessment  
• decisions about the matching of services to client needs, is based on up to date information |
| 3. Match services to client needs | • services which match to client needs are identified from within the organisation  
• where clients have a complexity of needs or there are issues outside the area of responsibility, support is sought and appropriate referrals made according to organisational procedures  
• clients are provided with relevant information about the services available to them, in a timely manner  
• work is undertaken within the scope of the area of responsibility, to ensure that clients have access to services which meet their needs  
• all advice to clients about available services is consistent with current relevant, legislative and statutory framework and the practices of the organisation  
• all appropriate record keeping and reporting is undertaken in accordance with defined procedures |

Range of Variables

Clients may include:
• individual members of the public  
• referred or self referred  
• people with specific needs seeking access to services  
• family members and significant others

Organisational standards and procedures include those relating to:
• duty of care  
• client interviews and client/staff relationships  
• administration of questionnaires and other testing instruments and checklists  
• completion of forms and applications

Interviews cover:
• telephone and in person  
• through an interpreter or other specialist assistance  
• scheduled and impromptu
Client information includes:
- personal and confidential information provided by the client and/or referring agency/person
- client feedback data
- internal organisational information resulting from meetings and assessment panels

Client services include:
- income support (including disability, aged and sole parent support)
- financial and community support services
- training and employment services
- recreational activities
- care and support
- transport and communication
- referrals to specialist services
- referrals to community support and/or education groups
- community participation

Accepted organisational procedures and practice include those related to:
- collection and storage of information
- client interview protocols and procedures
- client communication protocols
- assessment for eligibility to access particular services

Work undertaken includes:
- accessing and providing information about services available from within, and outside the organisation
- assistance in completing forms eg. applications, and other written materials/submissions
- assistance in seeking access to specific services
- establishing contact with appropriate people to provide support to clients
- setting up meetings and interviews for clients
- acting as spokesperson, as required, for clients

Evidence Guide

Critical aspects of assessment:
- administration of the organisation’s instruments and information gathering mechanisms to assess client needs and their eligibility for specific services
- conducting an assessment interview within defined area of responsibility
- selecting an appropriate service from a range provided by the organisation to match to client needs

Underpinning knowledge:
- legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- organisational procedures, protocols and practice for client assessment and allocation of services
- relevant assessment instruments

Underpinning skills:
- oral communication skills required to develop rapport with client. Oral communication 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

Resource implications:
- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment
**Consistency in performance:**
- assessment may include observations, questioning or evidence gathered from the workplace eg. testimonials from clients or colleagues, completed client records etc.
- it is recommended that assessment may take place on one occasion but must include clients with a range of different needs

**Context of assessment:**
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
### CHCCS6A Assess and deliver services to clients with complex needs

Undertaking assessments of more complex clients needs and matching to services available.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Assess and analyse client needs to ensure they can be met | - appropriate language and interpersonal skills are employed to ensure the diverse needs of clients are identified  
- appropriate mechanisms are employed to ensure that all relevant client information is collected  
- additional information is sought from specialists as required to assist in assessment of clients  
- all dealings with clients are consistent with organisational standards and practices  
- information collected is recorded and stored in accordance with organisational procedures  
- information about client needs is assessed in accordance with accepted organisational procedures to inform decisions about the relevant services which can be provided to best address client needs  
- client information is assessed for complexity, urgency and eligibility so that priorities for service delivery can be identified  
- clients are provided with all relevant information about the range of services required and available to them  
- decisions about client needs are based on a full range of relevant information including medical, pharmacological information |
| 2. Identify and provide for the delivery of services to meet client needs | - services which match to client needs are identified from within and outside the organisation  
- relevant networks are established and maintained, to ensure referral of clients to appropriate services  
- appropriate work is undertaken to assist clients to access targeted services from within and outside the organisation  
- clients are provided with information about the services available to them in accordance with organisational procedures  
- work is undertaken within the scope of the area of responsibility, to ensure that clients have access to services which meet their needs  
- decisions about targeting of client services is based on up to date information about the client and available services  
- own limitations in assessing and addressing client needs are identified, and where appropriate, assistance is sought from colleagues, senior staff and experts in the area  
- appropriate referrals to specialist services is made based on the assessment of client needs |
| 3. Evaluate client service delivery | • the allocation of services delivered to meet client requirements is reviewed routinely, or as required, to ensure a continuing match.  
• changes in circumstances, environmental factors or urgency of client needs are reviewed in accordance with organisational practices and procedures to ensure client needs continue to be met  
• client feedback on adequacy of service delivery is collected as required by the organisation, to inform revision of service delivery arrangements  
• feedback on individual performance in client service delivery is routinely sought from colleagues and clients |

**Range of Variables**

**Clients include:**
- individual members of the public
- referred or self referred
- people with specific needs seeking access to services
- family members and significant others

**Language and interpersonal skills include:**
- means for communicating with people with disabilities or where English is not the first language
- means for communication with people in particular communities
- communication with different age and gender groups

**Client services include:**
- income, financial and community support services
- employment services
- access to recreation services
- care and support services
- transport and communication services

**Complex issues include:**
- combinations of health, social, economic and personal factors

**Information collection mechanisms include:**
- interviews with clients, family, significant others and carers
- questionnaires
- applications and other forms
- case documentation
- using specialist communicators
- classification tools
- information from professionals including medical reports
- information from service providers

**Networks include:**
- specialist providers in the community services and health areas including health assessments
- specialist services to assist communication with client and identification of their needs
- providers of any of the identified client services required by clients of the organisation
Evidence Guide

Critical aspects of assessment:
- administration of organisations' instruments and mechanisms to assess client needs
- selecting appropriate services from a range of services provided by the organisation to match client needs
- selecting from others services available in the broader community to address client needs
- developing and maintain appropriate networks
- providing referrals to relevant organisations or providers of specialist services

Underpinning knowledge:
- legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- accepted organisational 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:
  - income/economic
  - health
  - social
  - community support and interaction
  - education and training
  - employment
  - impact of assessment
  - client needs
  - local services available for clients

Underpinning skills:
- high level interpersonal skills
- analysis and judgement
- risk management
- oral communication skills required to develop rapport with client. Oral communication 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

Resource implications:
- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- assessment may include observations, questioning or evidence gathered from the workplace
- assessment may take place on one occasion but must include a number of clients with complex needs

Context of assessment:
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCCS7A  Coordinate the assessment and delivery of services to clients with particular needs

Coordination of programs to ensure that individual needs of clients are met within organisational parameters.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Identify program requirements for individual clients | • procedures are put in place to promote consistency and adherence to organisational standards and procedures when dealing with clients  
• programs are implemented to promote staff use of appropriate language and interpersonal skills with a diverse client group  
• appropriate support is provided to staff to implement the organisation's accepted client service practices  
• strategies and mechanisms are developed and implemented to ensure that all relevant client information is collected, maintained, stored and accessible to relevant personnel  
• procedures are put in place to ensure staff have access to additional specialist information and assistance when assessing client needs  
• procedures are put in place to ensure staff have ready access to up to date and relevant information about the range of services available to clients |
| 2. Coordinate program delivery to ensure client needs are addressed | • mechanisms are put in place to ensure client services delivered from within and outside the organisation can be identified by staff  
• organisational procedures are developed to ensure clients will be provided with timely, accurate and relevant information about the services available to them  
• relevant networks are established and maintained, to ensure appropriate referral of clients to services from within and outside the organisation  
• procedures are put in place to ensure that decisions about targeting of client services is based on up to date information about the client and the services available  
• procedures are put in place to ensure that referrals to specialist services are based on the matching of the assessment of client needs and availability of services |
| 3. Coordinate the evaluation of client service delivery | • routine procedures are developed and implemented to check that allocated service delivery continue to match client requirements  
• procedures are developed and implemented to monitor and address changes in circumstances, environmental factors or urgency of client needs  
• procedures are put in place to collect and evaluate feedback on the adequacy of client service delivery in meeting needs |
Range of Variables

Clients include:
- individual members of the public
- referred or self referred
- people with specific needs seeking access to services
- family members and significant others
- carers

Language and interpersonal skills include:
- means for communicating with people with disabilities or where English is not the first language
- means for communication with people in particular communities
- communication with different age and gender groups

Client services include:
- income, financial and community support services
- employment services
- access to recreation services
- care and support services
- transport and communication services

Clients with particular needs may include:
- a combinations of health, social, economic and personal factors

Information collection mechanisms include:
- interviews with clients, family, significant others and carers
- questionaries
- applications and other forms
- case documentation
- classification tools

Networks include
- specialist providers in the community services and health areas including health assessments
- specialist services to assist communication with client and identification of their needs
- providers of any of the identified client services required by clients of the organisation

Feedback includes from:
- client questionnaires and surveys
- experts and specialist providers
- the community
- funding or regulatory bodies
- organisational review

Evidence Guide

Critical aspects of assessment:
- administering organisations' testing instruments to assess client needs
- selecting appropriate services from a range of services provided by the organisation in the broader community to match client needs
- developing and maintaining appropriate networks
- providing referrals to relevant organisations or providers of specialist services based on assessment of client needs

Underpinning knowledge:
- legislative requirements and provisions relevant to area of service delivery
- program development and evaluation
- effective operation of networks
- indicators of health and other complex issues outside of immediate area of client service delivery
• accepted practices for delivery of services to particular clients in work area
• issues affecting particular client groups including:
  ◊ income / economic
  ◊ health
  ◊ social
  ◊ community support and interaction
  ◊ education and training
  ◊ employment

Underpinning skills:
• coordination of work teams
• client service delivery
• analysis of complex information
• decision making under pressure

Resource implications:
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observations, questioning or evidence gathered from the workplace eg.
  testimonials from clients and colleagues
• assessment may take place on one or more occasions but must include a number of clients with
  particular needs

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and
  under the normal range of workplace conditions
CHCCW1A  Operate under a case work framework

Optimising the effectiveness of interaction with client by using appropriate skills to implement a case plan.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish an appropriate working relationship with clients</td>
<td>• Effective communication strategies are utilised routinely to ensure: ◊ clients identify their needs ◊ individual and cultural differences are accommodated • the rights and responsibilities of clients and workers are defined and appropriate boundaries are established and maintained • where appropriate clients are assisted to obtain counselling or communication skills training • clients' information needs are identified and actions to satisfy these are agreed and implemented as appropriate • interaction with clients is maximised by utilising appropriate communication, thoroughly exploring problems and possible solutions, and providing a supportive environment which encourages clients to take control of their lives</td>
</tr>
<tr>
<td>2. Uphold the rights and responsibilities of clients</td>
<td>• the rights of clients and the range of options for addressing these are defined and agreed • the responsibilities of clients are discussed with them to ensure common understanding • individual and cultural differences relating to rights and responsibilities are recognised, and explained along with strategies to deal with these • appropriate services required by the client are identified and their delivery planned in consultation with the client and other relevant people</td>
</tr>
</tbody>
</table>

Range of Variables

The contexts for establishing a relationship with clients include:
- contact with a service on a voluntary or involuntary basis
- request for general or specific information
- pre, during and post intervention

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
- organisational mission, philosophy and practices

Evidence Guide

Critical aspects of assessment:
- facilitating communication of rights, responsibilities, limits and extents of roles and service provision
- observing and collecting feedback about behaviour, actions, progress with goals
- identifying limits of role and taking actions to contact appropriate people
- presentation of information within an informal and formal setting
- applying knowledge related to organisational and legislative requirements
Underpinning knowledge:
- communication techniques and models
- organisational policies, procedures and philosophies
- legislative and statutory requirements
- conventions on rights of children, young people, civil rights and basic human rights
- service protocols, processes and models
- basic counselling techniques
- basic information collection techniques
- client/worker relationship
- range of available services
- indicators of abuse and appropriate intervention strategies
- family structures and dynamics

Underpinning skills:
- communication and establishing rapport
- client assessment and behaviour observation
- determining and maintaining role boundaries
- use of personal and professional authority and influence to support or confront
- behaviour management
- stress management

Resource implications:
- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- assessment may include observations, questioning or evidence gathered from the workplace
- assessment may take place on one occasion

Context of assessment:
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
### CHCCWI2A Implement a case work strategy

Implementing an effective working relationship with clients under a case management framework.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Establish an appropriate working relationship with clients | - Effective strategies are used routinely to ensure:  
  ◦ clients identify their needs and goals  
  ◦ individual and cultural differences are addressed  
  ◦ areas of resistance/conflict are identified and appropriately resolved  
  ◦ appropriate levels of consultation are implemented  
  ◦ the experience and life skills of the client are appropriately addressed  
  ◦ relevant information is collected  
  - Processes are implemented to reach agreement on meeting procedures, consequences of actions and cooperative relationship  
  - Negotiable and non-negotiable aspects of intervention are clarified  
  - Boundaries between client and worker, including roles, responsibilities and accountabilities, are defined and maintained to ensure compliance with statutory requirements and duty of care responsibilities  
  - Strategies are implemented to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention |
| 2. Promote preventative strategies | - A full range of opportunities is provided for clients to engage in identification of problems and solutions  
  - A range of strategies is employed to assist clients to meet specific targets and to gain control over their lives  
  - An appropriate range of opportunities are identified, developed and initiated in accordance with organisational policies and procedures and client needs  
  - Client progress and involvement in activities is encouraged and monitored and appropriate action taken to maximise individual skill development |
| 3. Provide a specialist service to clients | - All appropriate documentation is completed and maintained in accordance with organisational and statutory standards and requirements  
  - Procedures are implemented to ensure information sharing between key stakeholders is facilitated  
  - All dealings with the client(s) reflect:  
    ◦ accepted organisational standards of behaviour  
    ◦ mutual respect  
    ◦ commitment to information sharing and dissemination  
    ◦ adherence to agreed plan  
    ◦ sensitivity to cultural, family and individual differences  
    ◦ ability to work with the client in the context of the family and broader community  
    ◦ application of the organisation's philosophy  
    ◦ compliance with statutory requirements and duty of care responsibilities |
Range of Variables

The contexts of working with clients include:
- contact with a service on a voluntary or involuntary basis
- contact with a statutory activity eg. notification, first juvenile offence
- within an intervention
- within a support activity or service

Implementation of a working relationship will be carried out within requirements established by:
- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards
- organisational codes of conduct, ethics

Evidence Guide

Critical aspects of assessment:
- facilitating exploration of issues
- establishing role definitions
- identifying and working constructively with conflict and resistance
- monitoring own positions and reactions
- clarifying differences in perception
- problem exploration within a proactive framework

Underpinning knowledge:
- relevant policy, procedures and legislation
- cultural protocols and systems
- statutory requirements
- group processes
- appropriate social work theories
- client worker relationships
- range of services - programs available

Underpinning skills:
- working with conflict, resistance and levels of risk
- empathy, engagement and rapport building
- effective listening
- goal clarification
- communicating interest, respect and concern
- articulating clearly boundaries of own role
- recognising signs and triggers for dependency
- devise and develop tasks to help clients understanding and problem solving efforts
- constructive use of personal and professional authority and influence to support or confront
- interpersonal skills

Resource implications:
- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- assessment may include observations, questioning or evidence gathered from the workplace
- assessment may take place on one occasion

Context of assessment:
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and
  under the normal range of workplace conditions
CHCCWI3A Work with clients intensively

Delivering of targeted specialised client services based on individual case management and intervention.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Provide high quality case</td>
<td>• appropriate strategies and activities are made available to the client to facilitate achievement of agreed goals and to maximise outcomes within statutory, legislative and organisational requirements</td>
</tr>
<tr>
<td>work</td>
<td>• the rights and responsibilities of clients are identified and effectively communicated to the client</td>
</tr>
<tr>
<td></td>
<td>• when working with groups, appropriate processes are employed to optimise outcomes</td>
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<tr>
<td></td>
<td>• appropriate strategies are implemented to continually monitor the effectiveness of approaches in achieving agreed goals, enabling client access to relevant services and programs and meeting client and stakeholder needs</td>
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<tr>
<td></td>
<td>• any proposed changes are negotiated with clients and other relevant parties</td>
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<td></td>
<td>• potential and actual difficulties and crises are responded to appropriately including:</td>
</tr>
<tr>
<td></td>
<td>◊ identifying a range of relevant strategies</td>
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<tr>
<td></td>
<td>◊ engaging behaviour consistent with organisational standards</td>
</tr>
<tr>
<td></td>
<td>◊ accessing relevant emergency services as required</td>
</tr>
<tr>
<td></td>
<td>◊ providing appropriate debriefing to relevant parties</td>
</tr>
<tr>
<td></td>
<td>• appropriate mechanisms are implemented to assess the need to make changes to case plans and strategies</td>
</tr>
<tr>
<td></td>
<td>• where decisions are made to implement case closure, procedures employed are consistent with organisational procedures</td>
</tr>
<tr>
<td>2.  Enlist specialist services</td>
<td>• assessment of the need for specialist services includes consideration of:</td>
</tr>
<tr>
<td></td>
<td>◊ severity of client needs</td>
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<td></td>
<td>◊ agreed goals and planned outcomes</td>
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<td></td>
<td>◊ resources</td>
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<td></td>
<td>◊ the degree of community and family support</td>
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<td></td>
<td>◊ the workers skills and work capacity</td>
</tr>
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<td></td>
<td>• where referrals are made to specialist services, processes are implemented to ensure progress will be monitored</td>
</tr>
<tr>
<td>3.  Establish transition</td>
<td>• the need for ongoing resources, services and support are negotiated with relevant people</td>
</tr>
<tr>
<td>processes</td>
<td>• arrangements for participation in programs and other support activities are made with relevant parties</td>
</tr>
<tr>
<td></td>
<td>• appropriate levels of ongoing contact with client and significant others is negotiated to ensure needs continue to be met once intensive work is completed</td>
</tr>
</tbody>
</table>
Range of Variables

Working with clients will be carried out within requirements established by:
• relevant legislation and statutory requirements
• international conventions relating to the rights of individuals
• organisational policy and codes of conduct
• relevant program standards
• professional association codes of conduct and ethical and ethical positions

Evidence Guide

Critical aspects of assessment:
• working cooperatively with clients/significant others to achieve behavioural life skills changes
• working with individuals in a range of settings to achieve maximum outcomes

Underpinning knowledge:
• counselling models/practices
• professional service provision codes of conduct, ethical codes, referral protocols
• group dynamics models/practices
• range of services available
• organisational procedures and program standards
• indicators of pathology ie. substance abuse, mental health
• cultural protocols, taboos and language systems
• facilitation model/practices
• statutory mandate and responsibilities
• behaviour change models/practices
• stress indicators

Underpinning skills:
• demonstration of empathy
• relationship building
• counselling
• communication
• negotiation
• managing groups
• stress management
• assertion
• conflict management

Resource implications:
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observations, questioning or evidence gathered from the workplace
• assessment may take place on one occasion but must include assessment of competence with a number of clients

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCGROUP1A Support the activities of existing groups

This unit describes the functions of supporting identified existing community groups through the provision of resources.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Respond to requests for support from existing groups | • opportunities are provided for groups to express their need for support  
• information is made available and options for meeting needs are developed and presented  
• provision of support is within organisational policy and criteria and within the job role |
| 2. Provide resources | • the nature of resources, their availability and guidelines for use are clearly described to groups seeking support  
• a cooperative approach to the use of resources is encouraged  
• guidelines determining criteria, allocation and conditions of use are applied  
• advice is provided on alternative sources of resources  
• reports on the demand and use of resources are provided where required |

Range of variables

Support will include:
• resources managed by the organisation  
• information about resources managed by other organisations  
• advice and information

Groups include:
• those defined by the objectives of the organisation  
• those in existence or in the process of being established within the organisation

Resources may include:
• space for groups to meet  
• facilities  
• equipment  
• advice and information for groups  
• facilitators for group meetings  
• books, posters, videos and other materials  
• financial assistance  
• information about resources available from other organisations/agencies

Reports may include:
• basic data on demand and usage  
• information collected at the request of management/supervisor/team  
• routine reporting  
• information for users of resources
Evidence Guide

This unit is based on the Community Work National Competency Standards unit of the same name.

Critical aspects of evidence:
• worker provides support to existing groups within limits of own jobs and responsibilities

Underpinning knowledge:
• organisation's programs, policies, objectives, criteria and priorities
• organisational appointment system/booking system for provision of resources to groups
• resources managed by the organisation
• resources managed by other organisations
• existing groups allied with the organisation's work
• referral procedures for other organisations/agencies

Underpinning skills:
• data collection
• record keeping

Resource implications:
• access to appropriate workplace where assessment can take place or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observations, questioning or evidence gathered from the workplace
• assessment may take place on one occasion but must include assessment of competence with more than one existing group

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
### CHCGROUP2A Support group activities

Participating in, and providing general support for a range of informal and formal groups in a variety of settings.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</table>
| 1. Identify the purpose of the group | • activities which meet the purpose of the group are identified and determined with the members of the group  
• rules for group behaviour are discussed and established with all group members  
• individual differences of workers and group members are identified, acknowledged and respected  
• the goals, needs and expectations of the participants is sought, received and accommodated according to available resources |
| 2. Establish relationship with the group | • roles played by group members including the worker are defined  
• a suitable level of participation is encouraged  
• group is informed of resources available to meet group’s needs  
• the capacity of the worker to respond to group’s needs is assessed and communicated to the group, in an appropriate manner  
• the most appropriate support to achieve the objectives of the activity is selected and implemented  
• clear communication is modelled to group members  
• group members are encouraged to use clear and appropriate communication  
• communication and interactions with group members respects individual differences and needs  
• communication and interactions with group are appropriate to aim and purpose of group  
• appropriate processes are implemented as necessary to address breaches of behaviour  
• participants are encouraged to agree on and abide by a set of appropriate guidelines  
• the groups achievements are promoted in a way which motivates and recognises participants’ efforts  
• where required, records of group interaction are kept in a manner consistent with organisation’s documentation requirements |
| 3. Organise resources for group activities | • work is undertaken to ensure adequate resourcing is available  
• availability of resources and guidelines for use are communicated to group  
• a cooperative approach to the use of resources is encouraged  
• reports on the use of resources are completed if required  
• reports are completed to standard required by organisation |
Range of Variables

*Group activities may be:*
- formal or informal
- structured
- semi structured
- unstructured

*Group activities may relate to:*
- discussions
- sporting and recreation activities
- research, planning and management
- informal and formal education
- community action
- special interest causes

*Resources will include:*
- information/referrals
- facilities
- equipment/materials
- administrative support
- facilitation of meetings
- worker skills/expertise

*Support will include:*
- resources managed by the organisation
- advice, information and facilitation

*Individual differences may include differences in:*
- beliefs
- values
- age
- cultural background
- physical abilities

*Appropriate communication will be:*
- communication related to group purpose and aims
- communication that respects individual differences and abilities of group members

*Reports may be:*
- verbal or written according to organisational procedures

Evidence Guide

*Critical aspects of evidence:*
- support group activities for formal and informal groups
- participate in for a variety of group activity types identified in the range of variables or in the workplace
- provide support for appropriate target groups

*Underpinning knowledge:*
- dynamics of groups and the different styles of group leadership and decision making
- effective communication techniques
- conflict management
- organisation's policies, principles and procedures
- relevant organisational and community resources
- building and maintaining relationships
**Underpinning skills:**
- oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting. Language used may be English or community language, depending on the client group.
- written communication competence to complete reports required by the organisation. The complexity of reports may vary from completing an organisational proforma, to completing an unstructured report. Literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace. Reports may be written in English or community language depending on the organisational requirements.
- reading competence required to fulfil the job role. This may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc. Language in use may be English or community language depending on organisation.

**Resource implications:**
- access to appropriate workplace where assessment can be conducted or
- simulated of realistic workplace setting for assessment

**Consistency in performance:**
- assessment may include observations, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace

**Context of assessment:**
- this units is most appropriately assessed in the workplace and under the normal range of workplace conditions
## CHCGROUP3A Plan and conduct group activities

Participating in, establishing and leading a range of informal and formal groups in a variety of settings.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>1. Address resourcing issues for group activities</td>
<td>• planning of group activities includes consideration of: ◊ the purposes, defined according to the identified needs of the client group ◊ the human, financial and physical resources required • where required resources are not immediately and readily available appropriate submissions are made to potential sources of assistance and resources • where formal submissions are made they meet the requirements of the funding guidelines and the organisations principles and practice</td>
</tr>
<tr>
<td>2. Coordinate a group planning process</td>
<td>• opportunities for collaborative planning of group activities with clients are actively sought and promoted and information about the needs and expectations of the group is solicited, analysed and prioritised • the purpose of group activities is negotiated with the group in a manner which gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes • the purpose of the proposed group activity is translated into a set of aims and objectives • the potential impact on group operation of the values and beliefs of both the worker and the client is analysed and clarified with those involved in planning and implementing group activities • contributions and suggestions to group planning processes are dealt with in a way to promote continued participation • planned group strategies are designed that promote effective group operation and take into account the specific characteristics of the clients who will participate in the activity or program</td>
</tr>
<tr>
<td>3. Manage group processes including responding to conflict</td>
<td>• opportunities are promoted for open dialogue and active listening between group members • sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability, is encouraged and modelled • when conflict threatens or arises: • strategies to prevent it are implemented within the role, power and capacity of the worker • the outcomes of positive conflict are identified and reinforced • relevant principles and practices of conflict resolution are clarified and confirmed and agreement sought to implement them • acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged • opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict resolution processes</td>
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</table>
4. Evaluate group activities

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<td></td>
<td>aims and objectives of the group activity provide the basis for evaluation and feedback</td>
</tr>
<tr>
<td></td>
<td>feedback from all group participants is sought on leadership style, group process, achievement of objectives, other achievements and areas for development</td>
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<tr>
<td></td>
<td>evaluation data is documented according to organisational procedures and distributed to relevant people</td>
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</tbody>
</table>

Range of Variables

*Group activities may be:*
- formal or informal
- structured
- semi structured
- unstructured

*Group activities may relate to:*
- discussions about relevant issues
- sporting and recreation activities
- music and performing arts
- research, planning and management
- informal education
- community action
- special interest causes

*Communication with young people may include:*
- oral, written or visual means
- use of third party translation/interpretation
- any language

*Requirements of submissions will include:*
- the aim and objectives of the proposed activity or program
- implementation and evaluation strategies
- management arrangements
- human, financial and physical resources available and required

*Support will include:*
- information and resources managed by the organisation and other organisations and agencies
- advice and information
- facilitation

*Resources will include:*
- information/referrals
- facilities
- equipment/materials
- administrative support
- facilitation of meetings
- worker skills/expertise
Evidence Guide

Critical aspects of evidence:
• support group activities for formal and informal groups
• participate in for a variety of the group activity types identified in the range of variables
• provide support for an appropriate target group, defined by factors as listed in the range of variables

Underpinning knowledge:
• dynamics of groups
• different styles of group leadership and decision
• effective communication strategies
• organisation's policies, principles and procedures
• organisation's and community resources

Underpinning skills:
• conflict management
• developing and maintaining positive relationships
• effective group management

Resource implications:
• access to appropriate workplace or community setting where assessment can take place or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may include observations, questioning or evidence gathered from the workplace eg. testimonials from group members, portfolios
• it is recommended that assessment may take place on one occasion to enable assessment in a variety of settings with a range of both formal and informal groups

Context of assessment:
• this unit will be most appropriately assessed in the workplace in the community or in a simulated workplace and under the normal range of workplace conditions